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ABSTRACT

The revised edition of this handbook represents a concerted effort to bring school safety to the forefront of business managers' daily and long-range planning activities. Although statistics show few fatalities on school grounds, schools appear to have a high frequency and incident rate of nonfatal injuries. According to the introduction, school systems need to develop total safety programs covering all aspects of accident prevention and communicate these to the entire school community. The first steps should be development of a policy statement and appointment of an individual responsible for the school system's safety and health program. Other important dimensions include emergency and disaster planning, accident reporting, and safety committees. Succeeding chapters discuss safety education and accident prevention, traffic and bus safety, emergency and disaster preparedness, fire safety, plant and employee safety, instructional and special activities areas, and health programs. Appendices include sample accident reporting forms, a list of states with approved OSHA safety plans, a maintenance checklist for self-inspection, accident prevention for building service workers, a food safety checklist, an alert for hazards from broken mercury vapor lamps, a list of regional asbestos offices, suggested references, and a director of safety-related organizations. An index is also included. (MLH)

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School Safety Handbook

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Acknowledgments

This revised version of the School Safety Handbook represents a concerted effort to bring school safety to the forefront of business managers' daily and long-range planning activities. It is designed to serve as a starting point for school districts that want to develop their own safety programs and institute proper reporting procedures and guidelines to protect both the system, as well as its students and employees, from unnecessary dangers.

The Association of School Business Officials International recognizes the value of providing adequate safety information to members and others with a vested interest in the schools. To show its continuing concern, the Association has named September as School Safety Month in an effort to better inform the public, students, employees and administrators about the costs of school-related accidents.

ASBO expresses appreciation to Dr. Franklin C. Haering, Safety Program Coordinator for the Department of School Services in Montgomery County Public Schools in Rockville, Maryland. Haering was the project coordinator for the original handbook published in 1977 and was chairman of the ASBO Research Committee in School Safety.

In addition, ASBO appreciates the contributions of several organizations whose goal is to promote safety, including the National Safety Council, which participated in publishing the original handbook, and graciously updated some of the statistical information in the book.

Both ASBO and the National Safety Council emphasize that the book is not designed to the ultimate authority for school safety and that school districts should exercise their own judgments about safety procedures and hazards.

Final styling, design and production were supervised by ASBO's Director of Communications and Marketing, Judy E. Touchton, with the guidance and support of ASBO's Board of Directors and Executive Committee, as well as Executive Director Ronald A. Allen. Janice Sutkus of the National Safety Council assisted in the final review.

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

RESOLUTION ON INTERNATIONAL SCHOOL SAFETY MONTH

WHEREAS, Accidents are the fourth leading cause of death in the United States; and

WHEREAS, Accidents are the leading cause of death between the ages of 1 and 38; and

WHEREAS, More children between the ages of 1 and 14 die from accidents than the leading diseases combined; and

WHEREAS, Between the ages of 15 and 24 more young people die from accidents than all other causes combined; and

WHEREAS, on June 28, 1982, The Environmental Protection Agency - Friable Asbestos - Containing Materials Schools Rule became effective; now, therefore, be it

RESOLVED, that it shall be the goal of the Association of School Business Officials International to work diligently in complying with local, state and federal safety and health legislation; and be it further

RESOLVED, that safety education and accident prevention are important to everyone concerned with the Association of School Business Officials International, not only as a protective means during school hours but also as a constructive means of developing an appropriate mode of behavior to minimize accidents; and be it further

RESOLVED, that ASBO members take an active role in promoting a greater awareness of sound principles of accidents and injury control; and be it further

RESOLVED, that the Association of School Business Officials International does hereby proclaim the month of September as ASBO International School Safety Month.

Table of Contents

Introduction

Chapter 1
Safety Education and Accident Prevention 1

Chapter 2
Traffic and Bus Safety 13

Chapter 3
Emergency and Disaster Preparedness 33

Chapter 4
Fire Safety 47

Chapter 5
Plant & Employee Safety 57

Chapter 6
Instructional and Special Activities Areas 69

Chapter 7
Health 99

Appendix 1
Accident Reporting Forms 107

Appendix 2
States with Approved OSHA Safety Plans 109

Appendix 3
Maintenance Checklist for Self-Inspection 111

Appendix 4
Accident Prevention for Building Service Workers 115

Appendix 5
Food Service Safety Checklist 121

Appendix 6
Alert for Hazards from Broken Mercury Vapored Metal Halide Lamps 125

Appendix 7
Regional Asbestos Offices 127

Appendix 8
Suggested Reference Library 129

Appendix 9
Directory of Safety-Related Organizations 131

Index 135

Introduction

National Safety Council statistics reveal that the nation's accident toll amounts to more than 90,000 fatalities annually and over eight million injuries of which approximately 300,000 result in permanent impairment.[1]

Statistics further reveal that accidents are the leading cause of death between the ages of 1 and 38 and the fourth leading cause of death for all age groups. For children ages 1 to 14 years, accidents claim more lives than the six leading diseases combined. For youths ages 15–24, accidents claim more lives than all other causes combined and about four times more than the next leading cause of death. Four out of five victims in this age group are males.[2]

Elements of a Total Safety Program

Any profitable business must depend on such factors as:

- Skillful planning
- Maximum production
- Minimum cost
- Quality control
- Morale of personnel
- General efficiency

The tools of a profitable business include:

- Labor
- Machines
- Materials

When accidents or injuries occur to these tools, every one of the segments of the operation suffers and is affected. School systems are faced with an additional consideration—the millions who attend classes each day.

Therefore, accident prevention is not something separate from or additional to a regular day but is the combination of safe conditions and equipment, safe work procedures and a total commitment that safety must be interwoven into every phase of school operation.

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[1]National Safety Council, *Accident Facts: 1985 edition*, Chicago: National Safety Council, 1985, p. 3.

[2]*Ibid.*, p 8.

When legislation made public school attendance mandatory for children up to a certain age, it brought with it certain inescapable obligations. Since school attendance is mandatory in the United States, schools are required to provide pupils with a safe and healthful environment.

Through the coordinated efforts of administrative, supervisory, teaching and support staffs, and in cooperation with local, state and federal agencies, certain categories of injuries may be avoided and other types minimized. Few, if any, schools or school systems may be said to have a total safety education program which might be considered to be completely adequate from the administrative, instructional and protective standpoint.

It has been stated that before a sound program of safety education can be achieved, school personnel must be convinced of the importance of such a program and dedicated to the belief that:

- The welfare of pupils should take precedence over all other considerations.
- Of the factors of welfare, safety is perhaps the most vital. Knowing that the future of society is based on the youth of today, our first concern is with the public safety of youth so that they may obtain able-bodied adulthood. . . . There can be no compromising where safety is concerned; to do so would be to betray the trust and welfare of parents, community and the nation as a whole.

Currently, there is little information available regarding policies, practices and procedures of other school systems which might be used as a guide for school administrators and boards of education in the development of safety guidelines. This creates a communication problem in the field of school safety. This publication attempts to provide suggestions and possible solutions to a variety of safety-related problems.

In addition to the devastating drain on our nation's resources, accidents in which death and injuries occurred, together with non-injury motor vehicle accidents and fires, cost the nation in excess of $96.9 billion in 1984.

While statistics show few fatalities on school grounds, there is strong evidence that schools have a high frequency and incident rate of non-fatal injuries. In addition, thousands of teachers are injured each year seriously enough to require medical attention. Another serious concern is the accident and injury severity and frequency rate of supportive persons such as maintenance, operations, food service, warehouse and transportation employees.

School systems, large or small, need to develop total safety programs that cover all aspects of accident prevention, to pupils, employees and school patrons, by developing knowledge, understanding, habits, skills, attitudes and appreciation necessary to protect oneself and others in all situations likely to be encountered.

Policy Statement

The first step in the initiation of a safety program should be the development of a policy statement. Written policy statements can serve as a checkpoint whenever a conflict arises between safety and expedience, and one useful in the enforcement of safety and health rules by supervisory personnel.

Kenneth Lecht, former manager of the school and college department of the National Safety Council, stated in a paper prepared for the Association of School Business Officials' International Risk Management Committee that:

> Industry, which has been a leader in safety because they recognize that accidents show up in red ink on the profit and loss statement, long ago discovered that safety begins at the top. Safety is a management function and responsibility. In other words, a plant will be just about as safe as management wants it to be. The same thing applies to the educational plant and process. If management wants to run a safe operation, it will. That means doing more than appointing a committee. A policy statement should be adopted reflecting the Board's philosophy and belief in safety for its students and widely broadcast to the staff and community. Not only does such a statement make it perfectly clear where the Board stands on the matter, it also provides program continuity. A safety program which exists at the whim of the current superintendent may come or go with him. It also may rise or fall depending upon his particular interests or the district's financial condition. Safety programming, to be effective, must be an ongoing activity . . . the same as any other school management function. A policy statement on safety provides essential program permanence.

The former supervisor's section of the Educational Resources Division of the National Safety Council developed a Model School Safety Policy to be used by school boards and other interested parties who wish to develop a policy statement of their own. It was approved by the National School Boards Association February 6, 1969, and by ASBO on April 1, 1969.

Safety Director - Manager

A second step in the development of a total safety program is the realization of the need for and the appointment of an individual responsible for the school system's safety and health program.

The policy statement is not the safety program, just as a map is not the territory. The policy statement is the foundation upon which a safety and health program is built. To add support to the premise that a school system should hire a safety and health professional, the *Model Job Analysis* for School Safety and Administration of the National Safety Council states:

Model School Safety Policy

Accidents are undesirable, unplanned occurrences which can be prevented and which often result in bodily harm, loss of school time, property damage, possibly expensive legal action and even death. Thus, it shall be the policy of the _____ School District to take every reasonable precaution for the safety of the students, employees, visitors and all others having business with this school district. The Board of Education believes that safety education and accident prevention are important to everyone concerned with other schools, not only as a protective measure during school hours, but also as an instruction means of developing an appropriate mode of behavior to minimize accidents at all times.

It shall be the responsibility of the district's chief administrative officer to execute this policy in order to have a comprehensive program which will meet the needs of the _____ School District. The responsibility for developing the total safety program should be delegated to a competent, professional staff person who will be directly responsible to the superintendent. He shall be provided with staff, time, budget, authority and title commensurate with the task.

This staff person acting in an advisory capacity to all heads of major units within the district, shall be responsible for the promotion and development of an aggressive prevention and safety education program for students and professional and non-professional personnel employed by the district.

The general areas of responsibilities include, but are not limited to, in-service training, development of accident prevention procedures, accident record keeping, facility inspection, driver education, vehicle safety programs, fire prevention, school site selection, emergency procedures and traffic safety problems related to employees, pupils and the community.

Approved by the National School Boards Association, February 6, 1969.
Approved by the Association of School Business Officials, April 1, 1969, with the following modification to substitute for the word "superintendent": "... assistant superintendent in charge of business or another administrator of comparable rank other than superintendent."

Before a sound program of safety education and accident prevention can be achieved, all school personnel must be firmly convinced of the importance of such a program. This presumes aggressive administration toward this objective. There is need for the appointment of a qualified professional staff person or the key man in implementing administrative policies as determined by the Board of Education and the superintendent.

Emergency and Disaster Planning

The plain blunt fact is that no industrial complex, single plant, office, church or school system is immune to the possibility of disaster. At one time, disasters were thought of as nuclear attack or tornadoes. A new thinking has added several other possibilities such as broken water and gas lines, exploding boilers, airplane and train accidents and severe weather conditions.

It is incumbent upon school administrators to develop comprehensive emergency and disaster plans to cover (1) student, staff and visitors protection, (2) evacuation and (3) contingency plans for the incapacitated and handicapped.

Accident Reporting

Accident reporting is a third critical step in achieving an overall safety program. The importance of this step is evidenced by the following statement:

> Injury statistics have a significant role in accident prevention. They are indispensible for the intellectual and methodical conduct of business, and mass statistics are a useful tool because they represent the collective experience of many individuals. The records of such occurrences make possible a scientific approach to accident prevention because past experience properly applied, is a guide to future safety activities.[2]

Safety Committees

Another dimension of a "total" safety program is the effective use of safety committees. The U.S. Department of Labor has said that "a committee will take its work seriously in proportion to management's attitude toward it. A manager who sets up a committee to accomplish a specific purpose makes it clear that he wants results and gives effective executive supervision to its activities, will get satisfactory results."[3]

The Accident Prevention Manual for Industrial Operations states, "The purpose of safety committees is two fold; the discovery of unsafe conditions and practices and their remedy and the observation of unsafe acts and performances and then correction. It is emphasized that employees should never be selected for committee work on the basis of popularity, and for this reason it is more practical for management to appoint a committee, rather than to elect them."[4]

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[2]U.S. Department of Labor, *Safety in Industry*, Bulletin No. 273 (Washington, D.C.: U.S. Department of Labor.

[3]U.S. Department of Labor *Safety Subjects* Bulletin No. 67 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

[4]National Safety Council, Accident Prevention Manual for Industrial Operations, (Chicago: National Safety Council.)

How To Use This Manual

Department and Division Directors will find the materials contained in this publication useful in conducting daily operations. Principals will want to consider every aspect of this manual as it affects the school plant, personnel and the safety of children. Supervisors will need to direct their attention to the manual as it relates to the instructional program and the need for safety education. Teachers will want to familiarize themselves with all phases of the manual which relate directly to plant employee and pupil safety. It should foster a greater understanding of policies and procedures related to a safe school day. Nurses are valuable resources and essential elements in maintaining a safe and healthy environment. Foremen/Field Supervisors working in the Division of Operations and Maintenance will find very useful tips related to accident prevention. Of particular interest to this group will be county codes related to fire and construction safety. The Board of Education will want to familiarize themselves with the manual when interpreting to the public the safety program. Parents and especially the safety chairmen should find this manual of particular interest and a valuable source of information when planning school programs. While the information contained in this safety manual was obtained from sources believed to be reliable, it cannot be assumed that every acceptable safety procedure is contained herein or that abnormal or unusual circumstances may not warrant or require further or additional procedures. However, it should be a starting point for business administrators interested in school safety.

Chapter 1

Safety Education and Accident Prevention

Definition of "Accident"—As an aid to clear understanding, "accident" as used in this publication is defined as "any unexpected or unforeseen occurrence that interrupts or interferes with the orderly progress of the activity in question." An accident, according to this definition, does not necessarily involve human injury.

Administrative Responsibilities—The objective of the pupil and employee safety program of the school district shall be to prevent needless accidents and to reduce substantially the frequency and severity of injuries at all levels.

Safety Program Coordinator/Supervisor/Director/Manager (Sample)

Development and Supervision of Programs and Materials:

- Proposes and develops information, policies and procedures related to all facets of safety in the district. He or she is responsible for the publication and continuing revision of a safety manual which includes all school, division and department applications.
- Develops and maintains a district plan for safety and accident prevention to reflect:
  a) Priority areas for immediate attention.
  b) Plans for total and long-range program development.
- Assists with the preparation and the implementation of safety curriculum for the district.
- Participates in the planning and development of special safety instructional materials and special programs, e.g., television programs for the instruction of pupils, teachers and other employees.

Training Programs and Implementation:

Serves as a trainer and as a member, when feasible, of teams that inspect new schools before they are opened.

Evaluation:

Evaluates/analyzes safety inspection data from schools and information contained on accident report forms, both pupil and employee,

and initiates proper follow-up action, including training sessions as necessary to eliminate specific causes of accidents.

Assistance, Coordination and Liaison:

- Coordinates the overall safety program for the district, including the programs of departments and divisions and individual schools of the school system.
- Works with the planning and construction division, school architects and civil defense authorities in developing plans for new buildings to ensure that safety features are built into all new school and safety hazards avoided in construction.
- Serves as liaison between the district and safety-related agencies and institutions in the county, including the Office of the Fire Marshal.
- Serves as coordinator for safety inspection teams.
- Serves as coordinator and trainer for the school safety self-inspection program and reviews and follows up safety reports and checklists routinely submitted by the individual schools.
- Keeps abreast of the research in safety and the latest safety education materials and literature.
- Assists in obtaining appropriate safety literature, reports and other materials for teachers, supporting services personnel and others, as appropriate.
- Works with police officials, the traffic engineer and others concerning traffic safety on and near school grounds.
- Coordinates the school safety program with school and bus safety patrols and the work of the school crossing guards.

Civil Defense and Emergency Preparedness:

- Works with local, state and national civil defense authorities and with the superintendent of schools and school principals to assure the continuous understanding and implementation of current official civil defense and disaster preparedness policies and procedures.

Principals

The principal is responsible for the implementation of a total school safety program. He or she must be aware of potential and existing hazards within the school and on school grounds and must interpret districts rules and regulations as they relate to pupil and employee safety.

He or she helps to ensure the safety of pupils in a positive way when he or she:

- Adopts procedures for school personnel to report dangerous practices and unsafe conditions as they become known.
- Requires that all school accidents be promptly reported.
- Institutes a program of regular inspection of buildings, grounds, facilities and equipment to uncover hazards and dangerous conditions.

- Institutes a complete system of accident reporting and analysis.
- Takes steps promptly to eliminate, repair or correct defects and deterioration, to remove obstruction and to clean school grounds.
- Trains personnel to be safety conscious.
- Holds regular meetings with the professional staff and with maintenance and service personnel to review and evaluate school accidents and to consider ways to avoid their recurrence.
- Develops reasonable regulations for pupil traffic in corridors, on stairways and elsewhere on school premises.
- Provides adequate supervision for field trips and other educational activities away from school.
- Provides adequate supervision in play areas and other areas in the school where large numbers of pupils congregate during school hours.
- Serves as a liaison to parent groups, representing the school as a whole unit in respect to the school's efforts of maintaining a safe environment and also its efforts in teaching safety to children.

Teachers

Teachers have the responsibility for safety education and accident prevention. Safety education may be implemented by the classroom teacher in many ways. This instruction should reflect the needs for safety education as indicated by local school and community conditions. The school's experience with accidents and injuries will suggest specific instructional needs. Teachers should familiarize themselves with the policies and regulations of their local school district.

School Nurse

Emergency Services for Injury and Sudden Illness:

- To plan with the school administrator for the care of pupils and personnel who are injured or become ill at school.
- Assist the principal in the development of the emergency care plan for the school according to administrative regulations and the community's emergency care resources.
- Render first aid in life-threatening and/or serious situations when according to first aid procedures.
- Assist in arranging satisfactory facilities, supplies and equipment for ill and injured pupils and school personnel.
- Provide teaching and supervision to paraprofessional responsible for giving first aid or emergency care.

Environmental Health and Accident Prevention:

- Be an active member of the school safety committee and provide leadership and guidance regarding accident prevention and environmental health.

- Serve as a resource to school personnel on safety education.
- Confer with the individual involved in the accident as well as appropriate school personnel regarding preventive measures and corrective action.
- Analyze the accident reports to determine causes and locations of accidents.
- Consult with school staff on health facilities in the school.

Field Supervisor

The field supervisor is in a key position in the organizational structure to carry out safety policy and to prevent accidents and injuries to workers. The field supervisor should know:

- What the safety policy is and what it specifies relating to his or her responsibility and authority.
- What his or her total responsibilities are and how he or she is expected to integrate safety with personnel—which areas, operations, machines, personnel he or she directs and what is to be done about maintenance and repairs, working conditions and providing guards and protective devices.
- What he or she is to do about determining qualifications of workers in his or her area and what disciplinary action is permitted under what circumstances.
- Who is to instruct and train workers in safety, first aid and fire prevention.
- What the safe work methods are for each job and where pertinent information is obtainable.
- What safety devices and personal protective equipment are to be used on each job and procedures for making them available.
- What commitments can be made to correct unsafe conditions and the cost limit below which he or she does not need additional authority.
- What to do in case of accidents in the areas of first aid and in calling a doctor, an ambulance and a hospital.
- What reports are required: inspection, accident investigation and corrective action taken.

Police School Safety Coordinators

The officers assigned as school safety coordinators supervise the crossing guards and school safety patrols with the cooperation of the school principals and teachers assigned to work with school patrols. While not found nationwide, a police officer safety coordinator might:

- Establish good public relations and liaison between the schools, community and police department.

- Meet regularly with patrols in all public, private and parochial schools on a bimonthly basis in an effort to advise and assist with problems beyond the authority and control of school officials, teachers and patrols.
- Confer with school principals regarding traffic safety.
- Conduct safety assemblies in the schools for children of all ages.
- Participate in special award assemblies honoring safety patrol members.
- Survey street crossings for the need for traffic signs, crosswalks and crossing guards. Reports of these surveys are to be submitted to the appropriate office for subsequent action.
- Recruit, evaluate, train, direct and supervise crossing guards in assigned areas.
- Serve as a line of communication to schools.
- Work with community agencies and other organizations such as the American Automobile Association.
- Initiate and participate in safety award programs other than patrol programs.
- Participate in summer patrol officers training camp.
- Conduct and supervise bicycle safety programs.
- Work closely with the safety program coordinator of the schools.

Adult Crossing Guard

The adult school crossing guard controls vehicular and pedestrian traffic at a school or church crossing to prevent accidents and protect the safety of school children and others.

- Directs school children and other pedestrians to cross the street at school crossing guard's signal.
- Controls vehicular traffic as necessary and consistent with the safety of all concerned to assure safe crossing for pedestrians.
- Reports motorists who fail to comply with provisions of the law governing the movement of vehicular traffic in relation to pedestrian traffic while in school or church traffic zones.
- Appears in court to testify in cases involving violations of such laws.
- Reports children who are careless or who fail to obey directions to the school safety coordinator or school principal.

School Safety Committee

The purpose of this committee is to review periodically the accidents occurring in the school by use of accident report forms and to report findings and recommendations to the school faculty. The principal may also assign additional responsibilities to this committee as he or she deems appropriate, particularly as it might function in safety education.

Specifically, each secondary school principal shall appoint a safety committee of five or more persons, consisting of a building service worker, the school nurse, one of the physical education department chairmen and at least two other members. Other suitable committee members might include the cafeteria manager, one of the school administrators, industrial arts teachers, teachers of other subjects, counselors and other professional personnel. It would also be appropriate to have one or more members of the student council serve on this committee as an auxiliary member. The safety committee in each secondary school shall meet at least three times per year (near the end of November, February and May) to review the accident reports which have accumulated over the previous three-month period. If the larger schools find it necessary to meet more often, they should do so. The chairman of this committee shall report to the faculty on the analysis made by the committee after each meeting and send a summary report (one page or less) with recommendations, if any, to the safety supervisor for any additional action required by the Central Office.

On the average, elementary schools report a lesser number of accidents than do the secondary schools. Consequently, the above procedures shall be followed except that the committee on the elementary level shall not be required to meet more than once per year, possibly at the end of May.

Functions of the Safety Committee:

- Establish procedures for handling suggestions and recommendations of the committee.
- Conduct regularly scheduled meetings for the purpose of discussing accident prevention methods, safety promotion, items noted on inspections, injury records and other pertinent subjects.
- Inspect a selected area or areas of your workplace to identify accident sources and hazards.
- Investigate accidents in order to recommend ways to prevent recurrences.
- Provide information to staff in regard to safe working methods and practices.
- Recommend changes or additions to protective equipment or devices for the elimination of hazards.
- Recommend or revise safe practices and rules to comply with current needs.
- Promote safety and first aid training for various categories of employees.
- Participate in safety promotion programs.
- Keep records or minutes of meetings.

Reporting a Serious School Incident

To assure the protection of pupils and employees, all unusual and serious incidents on school grounds must be reported to the superinten-

dent of schools. To protect themselves from civil and criminal liability, the employees must report all incidents involving personal injury and property damage so that appropriate police and/or safety measures may be applied.

Releasing Information

Information on pupil records and other information shall not be released routinely. Release of information will be handled by the principal.

Information such as requests for attendance information, date of birth, address and telephone number may be released after the principal decides on the propriety of the request. Decisions about telephone calls should be based on local school district policy.

Accident Reporting

All injuries and damage should be reported to the appropriate office. These reports should include the following:

- Injury
- Illness
- Property Damage
- Vehicle Damage
- Fire

involving

- Employees
- Students
- Visitors
- Persons Unknown
- Volunteers

Whenever an activity or property of the schools is involved in any of these losses, use the appropriate accident form. It is the first report for all of the above accidents.

Prompt reporting does several things for the school district:

- Provides the information to the people who have to accept, adjust or deny responsibility, hopefully before a formal claim is entered.
- Makes follow-up investigations easier since conditions have changed little and facts are easier to recall.
- Helps the district recover more quickly from people who injure Board employees or damage facilities.
- Results in providing the injured person with the proper and continuing care and benefits to which he or she is entitled.
- Makes for good public relations. The longer it takes to act on a claim or negotiate on incomplete information, the greater is the chance of unnecessary litigation.

Employees involved in an accident and in the administrative processing of accident reports or claims should not admit or discuss liability with other parties or claimants since such information may be used in a prejudicial way against the school district.

Reporting Student Accidents

Because of the diversity of operations inherent in the typical school system, there is a real need to follow the lead provided by industry in developing effective accident reporting systems. The element which provides the rudder for a safety program lies in an effective accident reporting system. One very important means of accomplishing safety objectives is the establishment of systems, methods and programs to identify causes, costs and/or injuries.

Specifically, the systematic accumulation of school jurisdictional accident and injury data can provide school administrators (management) information upon which to base:

- Curriculum guidance to educate the child for safe living.
- A realistic evaluation of safety program efforts on a regular basis.
- Changes in building structures and facilities, or procedures, to improve the environment of the school system.
- Organizational and administrative improvements to strengthen the management aspects of the safety program.
- A strong public relations program, thus lessening public demands for crash programs of little value if an unusual incident occurs.
- A strong leadership role in community efforts.
- An assessment of the costs of accidents and injuries and their relationship to the operating expenses of the school system.

While it is generally agreed that no one accident form can satisfy all the needs of every school system, it is important that the form decided upon does contain all of the information required to analyze accidents and injuries for prevention purposes.

Report accidents involving any injury to the head, eye, neck or spine; any bone or joint injury that results in swelling; any puncture wound, burn or laceration that looks as though it may require sutures; injestion of any drug, chemical or foreign materials; any animal bite; and any critical injury as described above.

This regulation should cover walking to or from home or on school grounds, attending an athletic event, participating in a school program or riding on a school bus. The school district insurance company and the state or local government may have additional requirements. (See Sample Student Accident Report, Appendix 1.)

Occupational Safety and Health Act

On December 29, 1970, the President of the United States signed into law the William-Steiger Occupational Safety and Health Act of 1970, which became effective April 28, 1971. The stated purpose of the act is to "assure, so far as possible nation safe and healthful working conditions to preserve our human resources."

When the Occupational Safety and Health Act was enacted, it exempted from its coverage all federal, state, county and municipal employees, thus leaving a large segment of the working people unprotected. However, the Act provided for the states to assume the responsibility for occupational safety and health and to develop and submit to the Federal government a plan that would be equal to or more stringent than the Federal plan.

As states throughout the United States have their Occupational Safety and Health plans accepted by the Federal government, school systems will find themselves faced with the problem of developing accident reporting and record keeping systems. In addition, school systems will be faced with meeting rigid compliance regulations which cover almost every conceivable work situation.

Recordkeeping

According to the articles of the law, every employer must maintain the following in each establishment:

- Each employer who is subject to the recordkeeping requirements of the Occupational Safety and Health Act of 1970 must maintain for each establishment a log of all recordable occupational injuries and illnesses. This form (OSHA No. 200) may be used for that purpose. A substitute for the OSHA No. 200 is acceptable if it is as detailed, easily readable and understandable as the OSHA No. 200.
- Enter each recordable case on the log within six (6) workdays after leaning of its occurrence. Although other records must be maintained at the establishment to which they refer, it is possible to prepare and maintain the log at another location, using data processing equipment if desired. If the log is prepared elsewhere, a copy updated to within 45 calendar days must be present at all times in the establishment.
- Logs must be maintained and retained for five (5) years following the end of the calendar year to which they relate. Logs must be available (normally at the establishment) for inspection and copying by representatives of the Department of Labor, or the Department of Health and Human Services or States accorded jurisdiction under the Act. Access to the log is also provided to employees, former employees and their representatives.

Definitions

OCCUPATIONAL INJURY is any injury such as a cut, fracture, sprain, amputation, etc., which results from a work accident or from an exposure involving a single incident in the work environment. Note: Conditions resulting from animal bites, such as insect or snake bites from one-time exposure to chemicals, are considered to be injuries.

OCCUPATIONAL ILLNESS of an employee is any abnormal condition or disorder, other than one resulting from an occupational injury, caused by exposure to environmental factors associated with employ-

ment. It includes acute and chronic illnesses or diseases which may be caused by inhalation, absorption, ingestion or direct contact.

Medical Treatment includes treatment (other than first aid) administered by a physician or by registered professional personnel under the standing orders of a physician. Medical treatment does NOT include first aid treatment (one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters and so forth, which do not ordinarily require medical care) even though provided by a physician or registered professional personnel.

Establishment: A single physical location where business is conducted or where services or industrial operations are performed (for example: a factory, mill, store, hotel, restaurant, movie, theater, farm, ranch, bank, sales office, warehouse or central administrative office). Where distinctly separate activities are performed at a single physical location, such as construction activities operated from the same physical location as a lumber yard, each activity shall be treated as a separate establishment.

For firms engaged in activities which may be physically dispersed, such as agriculture; construction; communications; and electric, gas and sanitary services, records may be maintained at a place to which employees report each day.

Records for personnel who do not primarily report or work at a single establishment, such as traveling salesmen, technicians, engineers, etc., shall be maintained at the location from which they are paid or the base from which personnel operate to carry out their activities.

Work Environment is comprised of the physical location, equipment, materials processed or used, and the kinds of operations performed in the course of an employee's work, whether on or off the employer's premises.

Training

Most employers are aware that they must comply with the standards promulgated by the Secretary of Labor under the Williams-Steiger Occupational Safety and Health Act of 1970. However, many employers may not be familiar with those standards that require them to provide training for their employees.

Although OSHA does not certify or approve training programs. OSHA personnel conducting compliance visits to work-place establishments will look for evidence that an employer has provided the training required for his or her employees.

In addition, the employer should be able to show the compliance officer that training has been given to the employee based on an analysis of the tasks performed by the employee. Such task analysis should identify, as a minimum, the actual and potential hazards the employee would encounter on the job, and the equipment and practices the employee should use to minimize the risk of injuring himself or another employee.

The employer also should be able to show that the training gives priority to the types of conditions and practices most likely to result in injury and illness. Examples of the types of training that may be appropriate are: blasting or explosives, chain saw operations, cranes and derricks, fire protection, gases, fuel and toxic materials. General types are: medical and first aid, personal protective equipment and power-activated tools and welding.

Note: In some states the Federal government has delegated enforcement authority for occupational safety and health to the state government. Although state standards sometimes differ, they must be at least as effective as the federal standards. (See Appendix 2 for states with approved plans.)

School Safety Month

School Safety Month offers an excellent opportunity for school staffs to use their creativity and ingenuity to emphasize the importance of safety in the school, the grounds and in the community. The principal and staff can play an important part in School Safety Month by:

- Devoting time at one of the first faculty meetings to discuss school safety regulations and making staff aware of safety regulations.
- Completing or updating the school emergency plans.
- Going over local fire drill procedures.
- Utilizing district resources (police and fire) to supplement existing safety instructions.
- Working closely with supportive staff in the maintenance of a safe and healthful environment by compliance with safety and health regulations pertaining to:
  1. Inspection of facilities
  2. Machine guarding
  3. Use of protective equipment
  4. Record keeping requirements for students and employers.
- Developing guidelines for noon recess. Classroom teachers and luncheon aides are responsible for a wide variety of activities, such as free play, semi-organized play, use of playground equipment. School administrators should work closely with playground aides in developing the following activities:
  1. Determine the appropriate amount of supervision required for lunch recess.
  2. Identify the rules and regulations that pertain to safety playground use.
  3. Identify and discuss the responsibilities of classroom teachers and lunch hour aides in maintaining a safe playground and environment.
  4. Identify common structural hazards associated with equipment, grounds and buildings.

5. Identify unsafe behavior on the playground and injuries that may result.
6. Identify acceptable group activities for recess.
7. Determine appropriate steps to take when an injury occurs.
8. Assure that the playground is covered by an aide or classroom teacher at all times during noon-time recess.
9. Utilize the expertise of the school elementary physical education teacher in developing individual school plans.

- Establishing a school safety committee during the first few weeks of school.

Chapter 2

Traffic and Bus Safety

Coordination of School Crossing Program

Crosswalks, school patrol guards and school crossing guards.

The locations of crosswalks, student patrol guards and adult school crossing guards are under the jurisdiction of (appropriate local person). If there is a question concerning safety of pupils, the principal of the school should contact an appropriate (transportation, police, etc.) supervisor, who will work with the director of transportation, traffic engineers office, police coordinator or other appropriate office to determine whether a hazard exists and to take necessary action when warranted.

Traffic control and traffic signs and devices on school property prior to school opening.

The traffic control pattern for a new school is established by the appropriate division in consultation with the director of transportation prior to completion of construction plans. Plans must be approved by the traffic engineer after submission by the school district. The proper signs should be posted prior to school openings.

Traffic control and traffic signs and devices at established schools or on public roads.

Questions or problems concerning traffic control and traffic control signs and devices at established schools or on public roads in the vicinity of the school should be forwarded by the principal to the appropriate district person. The request should list the following items:

- Location—a simple sketch in which the problem is illustrated graphically.
- Explanation of the condition considered dangerous, including as much detail as possible.
- Recommended action considered appropriate to correct the situation.

Upon receipt of the request, the appropriate district person will make arrangements for a meeting with the principal, school coordinator and a representative of the traffic engineer's office to determine if a hazard exists or if improvements or changes should be made. If an action is

considered advisable, the traffic engineer's (or other appropriate) office will initiate necessary action.

School Route Plan

A school route plan shall be developed for each school area for the purpose of providing protection at a minimum cost. The school route plan should consist of selected routes designated to minimize the potential risks for children when going to and from school.

Children should be instructed to take advantage of the existing sidewalks, adequate shoulders and existing traffic controls. A continuous educational program in the schools should be conducted to inform the children of the existing school route plan. The school route plan should be laid out by the individual school and the school police coordinator and reviewed by the traffic engineer or district school transportation supervisor. Parents should be informed and encouraged to instruct their children to use these selected routes.

Pavement Markings

School crosswalk markings shall be used for school crossing protection. They indicate to the motorist locations where heavy pedestrian movement can be anticipated. These pavement markings shall conform to local standards.

Signs

School crossing protection shall conform to the Manual on Uniform Traffic Control Devices. Speed Limits are dependent upon local jurisdictions. Stop Signs are dependent upon local jurisdictions. School Crossing Protection Signs are designed for permanent mounting and shall be placed in advance of those intersections or crosswalks where groups of children cross the highway en route to and from school not adjacent to the highway. This shall be placed approximately _____feet from the crosswalk. (Each local area has its own rules.)

The traffic engineer, working with the school maintenance personnel, principal and transportation supervisor department will install all necessary one-way, no parking, stop and other control signs for all schools and develop guidelines regarding the painting and maintenance of crosswalks.

Necessary Crosswalk Information

In order to ensure a complete coverage of all the crosswalks necessary to handle the major movement of children to and from school, it is necessary for the board of education and police department to assist in compiling the following information:

- A list of the crosswalks deemed necessary for paint work, by intersection description.
- The location and number of crosswalks at these intersections with a simple sketch of the individual crosswalks (show north on every sketch for clarity).

One important point to remember in compiling this list is that the major movements of children should be considered first since this educational value in using crosswalks properly will be best served in this way.

Another factor to consider in the selection of crossings is to direct the movements of children rather than to locate the crossings that favor "short cuts" now existing, subsequently creating unsafe crosswalk conditions. Information concerning all new schools that will be opened and any changes shall be submitted to the traffic engineer before a predetermined date.

Crossing Guards

Adult guards should aid in the selection of adequate traffic gaps for pedestrians in addition to controlling the children. Instruction, assignment and supervision of school crossing guards may best be accomplished as an enforcement agency responsibility.

Traffic Regulations for School Areas

Speed Limits in School Areas.

Speed limits in school areas are generally set by the State Roads Commission or the local government, depending on who has jurisdiction over the road involved. If the people in the local community wish to have the speed limit changed in a school area, they should work with the school principal in cooperation with the proper school authorities to request the State Roads Commission or the local authorities to take action as required by state statute. Engineering and traffic investigations are required prior to any change in existing speed regulations.

Operation of go-karts, mini-bikes and other nonlicensed motor-driven vehicles on school property.

The operation of unregistered vehicles such as go-karts and mini-bikes and/or other nonlicensed motor vehicles of all descriptions on school property presents a serious safety hazard to pupils and employees. The maintenance of athletic fields, general play areas, tracks and other school grounds is a continuing concern. Therefore, the use of go-karts, mini-bikes and other nonlicensed or unauthorized motor-driven vehicles on school property is prohibited. (Possible exception—farm vehicles used for education and vocational purposes.)

Bicycles

Permission

A permission card shall be distributed by the school administrator to all pupils riding bicycles to school. This form must be signed by the parent, giving the child permission to ride a bicycle to school and agreeing to abide by the rules (exception—high school pupils). Schools shall maintain a file of bicycle owners parking on school grounds.

Storage

All bicycles parked on school grounds should be securely locked.

Who Shall Ride

As in any other phase of the educational program, bicycle drivers vary in ability, maturity and physical health. The classroom teacher in conjunction with the school principal should notify parents if he or she feels that a child is incapable of riding for any reason. Children below the age of _____ should be discouraged from riding to school.

Teacher Responsibility

Teachers should frequently remind children of necessary safety precautions to follow when driving a bicycle. Some of the rules for bicycle drivers are the following:

- Keep bicycle in good mechanical condition.
- Do not ride two on a bike.
- Do not attempt to carry too many things while driving.
- Do not latch on to cars or trucks.
- Keep both hands on the handlebars.
- Keep well behind moving motor vehicles or bicycles.
- Have proper lights when driving in the dusk or darkness.
- Give proper hand signals when turning.
- Be "extra careful" at railroad crossings.

Bicycles on School Grounds

Driving a bicycle on school grounds during school hours is prohibited unless it is part of a school-sponsored activity. Students and faculty who drive their bicycles to school shall dismount and walk their bicycles once on school property.

Sample Regulation for Transportation of Pupils

Purpose

To establish procedures for (a) transporting pupils attending public or nonpublic schools, (b) determining safe walking conditions, (c) providing for the safety of school bus riders, (d) reporting disciplinary problems

and denying bus riding privileges, (e) arranging transportation of handicapped pupils to private schools and special transportation for continuing education pupils, (f) scheduling and routing buses, (g) determining traffic controls needed in school areas, (h) using buses for field trips or athletic events and (i) reporting a bus accident involving pupils.

The following kinds of standards should be considered in making decisions relative to the factors listed above:

- The school and the pupil's parents must work together to provide the necessary instruction to ensure safe walking habits. Although parents teach their children safe practices from the day they start walking, schools are expected to supplement safe walking instructions while children are en route to and from school.
- Safe sidewalks or pathways should be provided wherever necessary.
- The absence of buffer strips between sidewalk and the traveled portion of the roadway, telephone poles or signs on the sidewalk shall be considered, recognizing that they do not automatically constitute a safety hazard.
- The transportation staff, in cooperation with the police safety coordinator, shall work diligently to make certain that in every instance involving school children the need for safe walkways is made clear to the responsible county and state agencies. And, in particular, that walkways are built in areas of heavy traffic, preferably with buffer strips or guardrails.
- Snow accumulation on sidewalks is not considered sufficient cause for providing transportation, unless the area being serviced is regularly snow covered. When snow causes conditions which generally are considered unsafe, school may be cancelled or the starting time delayed until heavy traffic has subsided. Large snow accumulations on sidewalks or shoulders may cause students to walk in the roadway. This is a hazard and must be considered. Develop local guidelines.
- Crossing guards are employed to assist children in crossing intersections because it is normally more economical to utilize crossing guards than to provide bus transportation.
- Secondary students are expected to be able to cross all controlled intersections safely.
- Children are expected to be able to walk to centralized pickup points to await the arrival of school buses.
- Children should be encouraged not to walk across private property en route to or from school.

Bus Stops

Bus stops should be located at points where pupils can be loaded and unloaded safely. Safety considerations include:

- Visibility—where buses will be loading and unloading, students should be visible from a reasonable distance to drivers approaching from

200 feet in any direction. The Manual of Uniform Traffic Control Devices implies that school bus stops should be visible to approaching motorists from at least 500 feet in either direction. If this condition cannot be met, a school bus "stop ahead" sign should be installed at least 500 feet in advance of the school bus stop in accordance with the specifications outlined in the manual. As in most cases with school or traffic signing, the local traffic engineer can best assist with these provisions, and that cooperation should be actively sought. (Local regulations may vary.)

Note: Primary consideration should be given to *actual* visibility of the bus which may necessitate moving a stop rather than installation of a sign. Use appropriate community resources in the decision process.

- Walking Distance to Bus Stops—The walking distance to bus stops should be determined by considering the time each student must spend on the bus and adding the time it takes the student to walk to the bus. The walking trip should be free from hazards. An attempt should be made to avoid heavily traveled road with high speed limits, high volume intersections and uncontrolled intersections. This can be accomplished by establishing an alternate or emergency route. Every effort should be made to have students cross as few streets as possible. Pupils should be instructed in the safest routes to follow between their homes and the bus stops. The assistance of traffic engineering personnel should be solicited in developing safe walking maps. Where unavoidable obstacles or dangers exist, the district must make every effort to have them eliminated or the student should be picked up at a location nearer to his residence.

  Health and safety considerations must be coupled with travel time in establishing the walking distance to bus stops. Severe weather and the availability of walking paths are important factors in determining the walking distance. The policy governing the minimum and maximum distances that children will be transported should be applied equitably and consistently. Some exceptions may be necessary because of particular hazards or the physical or health limitations of individual pupils; however, the appropriate offices should be consulted.
- Additional Hazards—Avoid locating bus stops near hazards such as steep hills, dangerous approaches to intersections, railroad crossings, narrow bridges, sharp curves, crowns of hills and obstructions to visibility. In most cases, using a parallel street, staging area or another route may aid in avoiding such hazards. Identify those areas where fog is prevalent and avoid using them as bus stops, if possible.
- Spacing of Bus Stops—Where pupils live at considerable distances from each other, the bus may be required to stop at each point that is nearest the student's residence rather than at central gathering points. Where pupils live close together, they may be required to

walk a certain reasonable distance to a designated bus stop located at convenient intervals along the route.

Reducing the number of stops made to load and unload reduces hazards to pupils, speeds up trip time and therefore, can save the district a considerable expense. In general, students should be picked up such that they are moving toward their destination, be it en route to school in the morning or home in the afternoon. Everytime a school bus stops on a busy road, it presents a hazard for the children on the bus and for the motoring public.

Sample Guidelines for Loading and Unloading

- The driver of a school bus should have 200 feet of clear visibility in front and to the rear of the bus during loading and unloading procedures. Adequate warning must be given to the motoring public.
- Since continuous supervision of bus students is a responsibility of school authorities, buses should not arrive before the school building is open and teaching staff members are on duty.
- Children should remain seated until the driver opens the bus door. Hazards from the vehicles can be avoided by discharging pupils on the school building side of the loading area.
- Loading and unloading should be orderly, without pushing or shoving. Many districts achieve good results by utilizing staff members or safety patrols to supervise the children when loading and unloading.
- Normal en route loading and unloading should be accomplished with the bus stopped on the extreme right traveled portion of the roadway with the red flashers activated. Check state or appropriate transportation agency regulations regarding the use of amber lights.
- Students should not be permitted to run or crowd on the bus steps or in the bus stop area.
- Supervise the loading and unloading to assure that little children are not being knocked down by older children.
- En route loading and unloading should take place only at assigned stops.
- All students must utilize their assigned bus stop.
- It is the school's responsibility to have each student leave the bus at the designated stop nearest the student's house. Each driver should be supplied with a list showing the names, addresses and bus stop number of each student being transported.
- Drivers of buses which arrive at school early should move their buses out of the loading area in order that buses arriving later will have sufficient space to unload.
- Some schools assign a loading position to each bus serving that school. In this situation, the driver should make every effort to be in the correct position on time.

- Eliminate overcrowding and congestion by checking and updating student assignments to buses.
- Ensure that every child boards the proper bus.
- Two techniques may be applied to help young children board the proper bus at dismissal. One method is to assign a number to each bus or a pictorial design on a window near the service door. A second technique especially helpful to kindergarten children, usually used the first few weeks of the school year, is the issuance of a name tag containing the proper bus number which is to be worn on the child's clothes. With this identification tag, the teachers and the drivers can ensure that the children board the proper bus.
- Eliminate unnecessary waiting.

Other Driver Considerations for Loading and Unloading

- The driver must be aware of each and every unloaded student's presence before moving forward to the next stop.
- Even though the driver has allowed oncoming traffic to clear, there may be other vehicles approaching the bus that fail to stop while the bus is engaged in the loading and unloading procedure. The driver must be alert to this so that he may warn by voice or horn those students who are crossing of the oncoming danger.
- A motorist may attempt to pass the bus on the right side after approaching from the rear. This is particularly dangerous during the loading and unloading procedure.
- The driver must be particularly attentive and cautious in inclement weather.

Sample Regulations for Operation and Care of Buses

- Alcoholic beverages shall not be consumed at any time that may affect the driver's ability to operate the bus. There shall be no alcoholic beverages allowed on the bus at any time.
- There shall be no unauthorized passengers on the bus.
- There shall be no personal use of the bus.
- At all times when there are children on the bus, the operator must be in his or her seat, in a position to guard against drifting or loading accidents.
- Operating a safe vehicle is one of the most important duties of the operator. If the bus is in an unsafe condition, it should not be moved, and the field supervisor should be notified immediately.
- A bus shall not pass another bus that is loading or unloading.
- A bus shall not be gassed while students are on the bus.
- The use of tobacco in any form is not allowed in the presence of students.
- Students shall not be removed from the bus for disciplinary reasons by the operator unless his behavior is a threat to the safety of other pupils. Every effort shall be made to discharge the pupil at the point

where his safety is not jeopardized. Any misbehavior on the bus should be reported to the principal or assistant principal of the school concerned so that parents can be notified immediately. If appropriate action is not taken by the school, the operator should then contact his field supervisor.

- Students shall not be permitted to stand or sit in the step well or on the heater. Students shall not be permitted to stand forward of the stanchions beside the front seats. Students shall not be permitted to operate the bus door.
- In the morning, students shall not be permitted to leave the bus except at school. In the afternoon, students shall not be permitted to leave the bus at any place except their regular stop without written permission from the principal.
- Under no condition shall the aisle or emergency door be blocked by musical instruments, equipment or any other object.
- Buses shall not be operated with the door open.
- Animals, pets, reptiles, firearms or explosives shall not be transported on buses at any time. Develop guidelines for rifle clubs in conjunction with local, county and state police. Also develop guidelines for transportation of musical instruments, glass containers, etc.
- Each morning before starting on a run, the operator shall make an inspection of the bus to determine if the following items are in effective working order: warning lights, turn signals, rear-door devices, tires, hand brake and service brake.
- It is the duty of the operator to see that the bus is kept clean inside and outside and to present a neat, clean appearance at all times.
  1. Provide adequate supervision at school loading and unloading zones. Bus riders shall not be permitted to move toward the bus at school loading zones until the bus has been brought to a complete stop.
  2. Enforce safe traffic regulations on school property.
  3. Report overloading and any other unsafe practice to the Division of Transportation.
  4. Explain and interpret policies pertaining to transportation to patrons of the school.
- All operators shall use safety belts while the bus is in motion.
- Policy should be established regarding:
  1. Crossing a mainline railroad grade crossing.
  2. The proper procedure for crossing spur line railroad tracks.

Sample Procedure for Suspension of Bus Riding Privileges

The responsibility for denying a pupil the privilege of riding the school bus rests with the school principal.

SAMPLE BUS DRIVER DISCIPLINARY REPORT

Pupil's Name _____ **Date** _____

School _____ **Bus No.** _____

- ☐ Disobedient or disrespectful to driver
- ☐ Standing or moving while bus in motion
- ☐ Sticking head or hands out of window
- ☐ Throwing objects out of window
- ☐ Unusually loud talking, laughing or singing
- ☐ Smoking
- ☐ Obscene language
- ☐ Scuffling or fighting
- ☐ Depositing litter on floor
- ☐ Disturbing others
- ☐ Tampering with bus or its equipment
- ☐ Other (see remarks)

Remarks _____

Driver _____

Action by principal: _____

- ☐ Student placed on probation
- ☐ Student denied bus privilege until _____
- ☐ Parents notified
- ☐ Student suspended from school

Sample Point System for Drivers

The following represents an example of a point system used by a large county school system to control drivers:

3 Regulation Violation
3 Failure to Use Seat Belt
3 Failure to Make Pre-Trip Inspection
3 Unauthorized Passenger
3 Improper Passing
5 Improper Speed
3 Improper Use of Tobacco
5 Improper Procedure—Spur Line Railroad
5 Improper Handling of Students
3 Improper Load
5 Improper Use of Warning Lights
3 Improper Personal Appearance
5 Allowing Pets, Reptiles, Firearms, Explosives on Bus
5 Improper Public Relations
3 Violations of Other D.V.M. Laws
5–15 Reckless Driving
5–15 Other (Explain)

Route Extensions

After bus routes have been established, regular pickup points shall be used for purposes of determining walking distances. Routes will not be extended unless the walking distance from home to an established bus stop is greater than for elementary pupils, for junior high pupils and for senior high pupils, and only if the following factors are favorable:

- The road must be fit to carry the weight of the bus. The same applies to any bridges on the road. Weight limits shall be obtained from the proper highway department.
- The turn from the existing route and entrance back onto the existing route must be safe.
- Dangerous embankments should be protected with adequate guard rails.
- If the bus must turn around, a safe and adequate turning place must be available.

The Principal's Role

Principals or local school administrators have certain educational responsibilities in regard to pupil transportation. They shall keep an accurate record of pupils transported at public expense. The school principal shall also assume the full responsibility for the conduct of pupils who are transported in school buses. It is the duty of the principal to take action to correct any breaches of school bus safety regulations. In addition, it is the principal's responsibility to:

- Assure classroom instruction on safety regulations for school bus riders.
- Drivers shall notify principals of circumstances and details pertaining to problems with pupils on the school bus.
- The principal shall exercise his or her responsibility to warn the pupil or to suspend riding privileges, depending on the severity and the nature of the case.
- The principal shall notify parents in writing of complaints and action taken, with a copy to the transportation office.

Sample Responsibilities of Pupils

All pupils are subject to this rule: A pupil shall become ineligible for transportation when behavior is such as to create a problem on the school bus, or when he or she disobeys state or local rules and regulations pertaining to pupil transportation.

The bus operator is the authority on the school bus and must be obeyed promptly. It is the duty of the operator to report to the principal all violations of rules and regulations. The operator is responsible for safety, and it is the duty of every passenger to help. It is necessary that the following regulations be obeyed:

- Pupils must behave while on the bus. Riding the bus is a privilege that can be denied temporarily or permanently if the pupil's behavior warrants it.
- Pupils shall obey the bus operator at all times while under his or her supervision.
- Pupils shall not stand or play in the roadway while waiting for the bus.
- Pupils shall not extend arms or heads out of bus windows at any time.
- Pupils shall not stand nearer the front of the bus than the two front seats.
- Pupils shall remain seated while the bus is in motion.
- Pupils shall remain in line at least five feet from the bus when it stops to pick up and should not move toward the bus until the door is open.
- Pupils shall look for the traffic in both directions before crossing the highway.
- Pupils who must cross the highway alighting from the bus shall pass far enough in front of the bus to be clearly able to see the driver's face. Develop local guidelines.
- Pupils are not permitted to stand on the road, highway or street to direct traffic.
- Pupils shall keep the aisles clear of lunch boxes, musical instruments and other things.
- Pupils shall be at the stopping places at the time designated and be ready to get into the bus with the least possible delay in order to keep the bus on schedule.
- Pupils shall not be allowed to leave the bus at any place other than their regular stop without written consent of the principal.
- Pupils shall conduct themselves in an acceptable manner at all times. Smoking, vulgarity and boisterous or other improper conduct will not be permitted.
- Pupils shall assist the driver in keeping the bus clean.
- Eating or drinking on the bus is prohibited.
- Pupils shall not damage or deface any part of the bus.
- Pupils may ride only those buses to which they are regularly assigned.
- Pupils may not operate the service door. This is the responsibility of the bus operator.
- Pupils may not tamper with the operating mechanism of the emergency doors.
- Pupils shall remain absolutely quiet when approaching a railroad crossing.
- Pupils shall go home promptly after leaving the school bus.
- Pupils shall not play radios on the school bus.
- Safety rules that shall be observed:
  1. Use the crosswalk areas.
  2. Smoking on the bus or while waiting in line is prohibited.

3. Develop guidelines for walking along the highway.
4. Remain seated if bus is delayed on the road.
5. Use emergency door only in case of an emergency.
6. Be of assistance to smaller children.

Sample Guidelines for Bus Accident Involving Pupils

The following guidelines provide for the identification of pupils, public relations and handling of pupil statements in the event of a bus accident:

Identification of Pupils

- Regular Transportation—A list or file shall be maintained in the general office of every school. The list should include all pupils *authorized* to ride on each run identified by destination, route or area served by a specific bus used. These items should be listed on a 3" × 5" *card or other form or list which would be decided by the individual principal at each school:* name, street address, home phone, grade or homeroom teacher, date, run identification.
- Field Trips—The school and the chaperone should have a list of every pupil on the field trip. In case of an accident, the chaperone should notify the principal and the bus operator should notify the police and the division of transportation.

Public Relations

- Parents—The principal (or representative) should make an effort to contact parents as soon as possible following an accident. Provide all the factual information known pertaining to the bus accident and the child of the parent requesting information (do not discuss with other children).
- News Media—Guidelines should be developed for working with the media.

Action

- Bus Driver—First, contact the police immediately and request ambulance service if necessary. Telephone number for the Emergency Operating Center is _____. Second, notify the division of transportation as quickly as possible.
- Director of Transportation (or representative)—Notify the Department of Information immediately (during school hours). Notify the principals of all schools involved (during and after school hours). Develop a list of names to call in the event that an injury occurs after working hours. If pupils involved in the accident were sent to a hospital or several hospitals, send administrative or supervisory personnel to the hospital(s) and notify the principal or parent and the Department of Information regarding each pupil within the limits of practicality. Arrange for substitute buses to transport all children who were not injured to their homes. If a child was injured, even if

only slightly, the parent should be notified of the nature of the accident, if possible.

- Principal (or representative)—Make every effort to contact parents as soon as possible. If a pupil was injured, even if only slightly, inform the parent of the nature of the accident, if possible, complete accident reports as required.
- Department of Information—This office will notify the various central offices and handle all news media requests for information.

Hazardous Clothing

Pupils shall be instructed to wear clothing that will not obstruct their view while walking to school.

Soliciting Rides (Hitchhiking)

Students should be instructed not to solicit rides to or from school.

Sample Resolution on Student-Operated Vehicles

The _____Board of Education, dated _____ , establishes the following policy:

WHEREAS, The board of education has become increasingly concerned with problems such as parking, traffic, safety, and is also concerned about students driving vehicles to and from school, and with the resulting undesirable effect on scholastic achievement of students;

WHEREAS, The increasing availability of vehicles to students along with complexities which accompany urbanization will intensify these problems; and

WHEREAS, It is the practice of the school system to provide bus transportation to all students who live beyond a reasonable walking distance and to those students who face hazardous walking conditions regardless of distance; and

WHEREAS, Although the board of education provides bus transportation, it recognizes that many worthwhile school programs and activities that take place before or after school make it necessary for those students who participate to provide their own transportation; and

WHEREAS, The board of education is responsible to take all possible and reasonable action to protect the health, safety or well-being of students, and to ensure order and discipline within local schools; now therefore be it

RESOLVED, That the superintendent of schools is hereby instructed to institute action necessary to restrict and control student driving practices to and from school on the basis of parent request and school approval where such approval is warranted, and be it further

RESOLVED, That the superintendent shall take steps to have parents informed of the regulations for carrying out this policy.

The following procedures are intended to implement the board of education policy concerning the restriction of students driving to school:

- Each secondary school principal shall develop administrative procedures regarding the conditions under which students may be granted permission to drive vehicles to and from school.
- The procedures shall recognize the need to:
  1. Survey local parking conditions to determine the number of parking spaces on the school premises which could be made available to students.
  2. Have each parent who wishes his child to drive to school, regardless of whether or not he or she parks on school property, complete a standardized application form in duplicate.
  3. Issue identification stickers, provided by the school system, to be placed in the rear window on the driver's side (so that it does not impair the vision of the driver) of each vehicle which a student is authorized to drive to and from school.
  4. Recognize priorities for both short- and long-term needs in granting permission to students driving to and from school.
  5. State local school rules governing student driving.
  6. State disciplinary action which will be taken if these provisions are violated.
- Each secondary principal shall acquaint the parents with the board policy and local school procedures. This will include the issuance of a letter to parents to which will be attached the policy and procedures.

Sample Letter to Parents of Student Drivers

Dear Parents:

At a recent meeting, the Board of Education adopted a policy limiting student driving to and from school to those cases where an application by the parents is approved by the school authorities. The text of the resolution is printed on the reverse side of this letter for your information.

It is believed that limitation of student driving will materially decrease present problems of parking, traffic volume and safety in our senior high school communities. We urge that you consider carefully and realistically the necessity for driving on the part of your son or daughter in order that we may gain the relief from these problems which this policy will provide.

Many studies of student driving practices indicate that a detrimental effect on scholastic achievement accompanies uncontrolled driving

by youth of high school age. In addition, there are many cases in which students would benefit physically by walking the relatively short distances they now ride. Some students, however, have a planned program of physical activity including interschool athletic competition which requires after school programs, the school will give careful consideration to requests that students be permitted to drive on an occasional, daily or seasonal basis.

We realize that there are many valid reasons for students to drive to and from school. Under this policy the school principal will make the decision regarding each application on its own merits and in light of the traffic and parking problems of each school area.

Sample School Safety Patrol Program

Purpose

To publish guidelines for selection of school patrols and provide pertinent information to aid in the organization and management of those school-based units.

Operational Procedures

- Patrols should stand back on the curb, not in the street and hold back the students until safe passage is possible.
- Patrols shall direct and control the passage of children on sidewalks, at street crossings and at street intersections.
- When patrols work on corners where there are traffic guards, police officers or traffic signals, they shall always obey the direction of the adult or the traffic signal.
- In situations where a patrol's view is obstructed by parked cars or other obstructions, the patrol should go no farther than the outer edge of the obstruction. Children should remain on the curb until they receive the signal to cross. Patrols should then return to the curb.
- The patrol trainee shall operate under the direction of the assigned teacher sponsor for May and June. In September of the next school year, the newly trained group will assume regular posts as safety patrols.

Pledge

I promise to do my best to:
Report for duty on time.
Perform my duties faithfully.
Strive to prevent accidents, always setting a good example myself.
Obey my teachers and officers of the patrol.
Report dangerous practices of students.
Strive to earn the respect of fellow students.

School Crossing Guards—Adults

Adult school crossing guards play an extremely important role in the school traffic safety program by providing safe crossing to and from school for thousands of school children each day throughout the school year.

Supervision

The police school safety coordinator directs and supervises the adult crossing guards in their assigned areas and is available throughout the school year to advise and assist in every possible way.

Specific Duties and Responsibilities

Specific duties and responsibilities shall include the directing of school children and other pedestrians to cross the street at the adult school crossing guard's signal, controlling vehicular traffic *as necessary* and consistent with the safety of all concerned to assure safe crossing for such pedestrians and reporting motorists who fail to comply with provisions of laws governing the movement of vehicular traffic.

Primary Duties and Responsibilities

The primary duty of adult school crossing guards is to supervise the safe crossing of school children and other pedestrians in designated crossing areas. This is achieved by:

- Directing school children and other pedestrians to cross the street without unreasonable delay when crossing is safe.
- Controlling vehicular traffic as necessary and consistent with the safety of all concerned to assure a safe crossing for pedestrians.
- Deterring pedestrians, as necessary, from committing unlawful or unsafe acts at their crossings.
- Informing motorists, through appropriate hand signals, that school children are about to use the crossing and have the right-of-way.
- Reporting motorists who fail to comply with provisions of the law governing the movements of vehicular traffic in relation to pedestrian traffic while in school traffic zones.
- Reporting to school safety coordinators and/or principals of schools any children who are careless or who fail to obey directions.

Working with School Safety Patrols

School safety patrols assigned to work with crossing guards shall not work on the street. Their main mission is to help maintain attention and order of the group preparing to cross and to help check stragglers or latecomers when it is time to stop pedestrian movement for vehicular traffic to resume. The school safety patrol shall never, under any circumstances, direct traffic or assist in directing traffic.

In case of early dismissals or holidays, it is the responsibility of the school to notify its adult crossing guards as soon as possible. If this is

known far enough in advance, advise the adult crossing guard of school changes in writing.

Sample Letter to Parents

Your child has expressed a desire to serve on the School Safety Patrol. Patrol service is voluntary, open to all who are interested and means a sacrifice of a few minutes each day in order to fulfill the duties as a member. Members are selected for their courtesy, dependability, interest in their job, physical fitness, attitude toward others and scholastic standing.

The primary aims of the patrol are the following:

- To help protect children from automobile accidents while they are on their way to and from school.
- To help children develop sound habits in the use of sidewalks and streets.
- To foster qualities of leadership and good citizenship in patrol members.

Awards and demerits are given in the performance of patrol duties. Parents are informed that such disciplinary action as temporary suspension is invoked for repeated disciplinary action, for repeated demerits or for failure in school work. This is sometimes necessary for character development of the child. If such action is taken, full cooperation on your part will help.

School Safety Patrol membership is an honored position. Millions of boys and girls have served since the program started in 1922. Children 5–14 years of age have established one of the best overall traffic safety records of all age groups during this time. Patrols have played an important part in this important program.

With your endorsement, your child will shoulder responsibilities which will help to strengthen his/her character. It will also provide the opportunity to render service to his/her fellow students and to develop a better understanding of pedestrian and vehicular traffic hazards.

Meetings

The length and frequency of meetings may vary in each school. However, some minimum standards must be established. Most meetings should last approximately 20 minutes or more.

- Elementary schools meet bimonthly during school hours.
- Junior and senior high schools meet once per month during school hours.
- Meetings should be conducted by the captain of patrols under the supervision of the sponsor or a designated teacher within the school.

Violation of Rules

If a student persists in violating rules, the patrol should refer the matter to the teacher sponsor or appropriate supervisor. Patrols shall not use force to accomplish desired goals.

School Safety Patrol
Application for Membership

I hereby apply for membership in the Patrol _____
(name of school)

If accepted, I will obey the following pledge and other rules and regulations of the patrol:

Report for duty on time.
Perform my duties faithfully.
Strive to prevent accidents, always setting a good example myself.
Obey my teachers and officers of the patrol.
Report dangerous practices of students.
Strive to earn the respect of fellow students.

To the above I hereby sign my name. _____
First Middle Last

Date _____ _____
(Address)

Approval of Parent or Guardian

Having read the above pledge and explanation of the aims and duties of the Patrol outlined on this card, I hereby give my consent to have my son/daughter _____ serve as a member of the School Safety Patrol of the above-named school, if accepted for this service.

Parent/Guardian _____ Principal/Supervisor _____

Chapter 3

Emergency and Disaster Preparedness

Emergency Planning

Every teacher and administrator has the legal responsibility to provide a safe school environment and to promote the safety of all individuals connected with the school.

One of these responsibilities is the preparation of detailed plans for action in an emergency brought about by any disaster that may occur in school or in the community. The disaster may be man-made or natural and may be nationwide as a nuclear attack or limited in the area affected as in most natural and man-made disasters. The need for emergency action goes beyond our ordinary safety measures and those associated with fire prevention.

The following instructions refer to the pre-emergency preparations that should be made and are designed to:

- Provide guidance to school boards and school administrators in planning for an emergency so that all resources and facilities of the school plant and equipment may be organized for maximum service and salaried employees may be assigned and trained to carry out emergency functions for the protection of students and staff.
- Assist the local school board in formally adopting a resolution, consistent with the state and local civil defense policies and plans, for the record in the minutes of the school board proceedings. Such a resolution shall authorize and direct the school administrators to carry out promptly the provisions of such resolution and the emergency planning provisions of the handbook.

School Personnel Emergency Responsibilities

Full awareness of individual responsibilities, realization of the seriousness of the problem and administrative guidance are necessary for a successful school emergency preparedness program.

There may be a natural tendency to begin with tremendous enthusiasm, then lose interest and allow the program to lag. This may be overcome by giving teachers and students full information on the effects of natural disasters and nuclear weapons. They also should be told about new

disaster readiness developments and be given tasks to perform and tests to carry out.

The same kinds of training will not be ample, for all areas, depending on the geographical location of the school in relation to such possible disasters as floods, seismic sea waves, wind storms and blizzards.

State Board of Education's Role

State Boards of Education can assist local school districts by:

- Interpreting civil defense needs.
- Providing guidelines for an emergency plan for local school districts.
- Encouraging the inclusion of emergency preparedness principles in school instruction programs.
- Advising school administrators of new disaster preparedness and civil defense developments.
- Providing consultant services and encouraging inclusion of shelter areas in projected building construction plans.
- Advising local school districts to:
  1. Develop a workable protective program in all schools for emergency action.
  2. Provide for appropriate use of facilities, equipment and supplies.
  3. Develop an emergency plan consistent with the appropriate local community or county emergency plans.
  4. Incorporate units of instruction in preparedness into the school curriculum.

Local Board of Education's Role

The local board of education should:

- Issue a clear policy statement to be incorporated into the basic emergency plan.
- Obtain legal advice concerning the status of school personnel and property in time of emergency and during drills.
- Consult the State Board of Education School Facilities Unit for construction specifications in light of emergency and disaster needs.
- Pass emergency preparedness responsibility resolution to cover natural disaster, nuclear attack or other disturbances.
- Establish a School Emergency Plan Review Board to approve and coordinate all school emergency plans. The review board should include:
  1. School emergency coordinator.
  2. Local Civil Defense and Emergency Preparedness director.
  3. Member of Civil Defense Education staff of the State Department of Education.
  4. Representative of parent-student-teacher associations.

Superintendent of Schools' Role

The superintendent of schools should:

- Make recommendations to and secure needed policy statements from the board of education.
- Initiate the disaster preparedness program in the school system and ensure coordination among the programs of the schools.
- Designate a staff member to serve as school emergency coordinator and as a chairman of School Emergency Plan Review Board. This staff member will be responsible for developing an overall emergency plan that will coordinate the responses of the individual schools.
- Organize needed curriculum planning and schedule in-service training for teachers and other staff personnel.
- Coordinate school disaster plans with the local civil defense plans.
- Review progress and stimulate needed activity.
- Investigate the feasibility of shelter construction in new schools.

The Principal's Role

In cooperation with the school emergency coordinator, the principal of the school should:

- Become informed concerning his or her responsibilities for organizing and implementing the emergency preparedness program in the school.
- Select and assign faculty members to school emergency plan committee to develop school plan.
- Coordinate the emergency plan for the school with those for other schools in the community.
- Review the plan for the building, including shelter capability, with the local emergency preparedness director.
- Delegate school emergency responsibilities to staff personnel with regard for their competencies and normal service functions.
- Supervise the use of emergency preparedness materials and concepts in classroom instruction.
- Provide leadership for teachers by securing needed in-service training.
- Request needed emergency preparedness supplies and equipment.
- Keep the School Emergency Plan Review Board informed regarding the emergency plan program of the school.
- Inform parents concerning the emergency plan program of the school.
- Provide leadership in testing the school's emergency plan and in evaluating its adequacy and making needed revisions.
- Provide an emergency communication system.

Teachers' Roles

The teacher should:

- Participate in developing and incorporating the school emergency plan.
- Participate in faculty studies leading to adaptations or revisions of the curriculum and instructional programs to best meet the need for emergency preparedness.
- Provide instruction and practice in emergency preparedness and survival techniques.
- Integrate recent, pertinent emergency readiness data into regular classroom instruction.
- Include safety practices and emergency procedures as part of daily learning activities.
- Help students to develop confidence in their ability to take care of themselves and to be of help to others.
- Be prepared to provide leadership and activities for students during a period of enforced confinement.
- Be familiar with psychological basis for working with students under the stress of emergency situations.
- Be familiar with at least minimum first aid procedures.
- Maintain good housekeeping practices to reduce hazards.
- Help students to understand and interpret the emergency preparedness plan to parents.

The Nurse's Role

All personnel are expected to be trained in first aid: the school nurse will have additional knowledge because of his or her special experience and training. In schools where a nurse is not on duty at all times, competent persons should be trained in medical self-help and first aid to take charge in emergencies.

The school nurse should:

- Participate in the development and implementation of the school emergency plan.
- Render first aid; treat casualties; identify and tag young children, unconscious persons and others as indicated and prepare patients for transportation to hospitals.
- Supervise and train first aid teams, stretcher bearers and health aides.
- Participate as a health resource person in faculty studies in the area of curriculum development in determining how to best meet the need for emergency preparedness.
- Advise students and teachers on emergency health and sanitation measures in cooperation with services of the local health department.

- Assist the principal in determining the need for additional emergency supplies and equipment.
- Coordinate school health service plans with those of the community.
- Provide for care of the physically handicapped.
- Make necessary repairs.

Developing a School Emergency Plan

One of the implements of leadership is a well-prepared plan. Such a plan will give organization and guidance to the personnel who may be called upon to act in the event of a disaster or emergency. Such action then will be prompt and positive and each person will understand his or her part of the action.

Since each school is unique in both its internal characteristics and its community setting, no single plan can be established for all schools. The following suggestions identify some principal elements that should be considered in emergency planning for specific school situations. The school emergency plan can be developed by following several definite steps.

Organization

- A resolution by the local board of education should be obtained by the school superintendent giving the needed authority and support to develop a school emergency readiness program.
- The local board of education should establish a School Emergency Plan Review Board to function as the agent of the school superintendent.
- The superintendent should appoint a school emergency coordinator and assign responsibilities for developing the school emergency plans.
- The school emergency coordinator should secure the counsel and assistance of the local emergency preparedness director in developing the emergency plans for the school system to ensure coordination between school and community disaster planning. *(Develop guidelines with local and/or state civil defense and emergency preparedness agencies.)*

Warning and Communication

Within the school district and each individual school, authorities must know the exact means by which warning is to be transmitted. This warning may be received by telephone or by the local siren system or by other means. Immediately upon receiving the transmitted warning, each school should put into operation its own prearranged plan.

- The school emergency coordinator should consult the local civil defense director to determine the method by which an emergency warning is given to each school.

- The school administrator must receive all warning messages, and the school plan for national attack warnings must be developed to coordinate with the local civil defense warning signal systems.
- Schools should consider obtaining emergency communication equipment. Telephone lines are crowded during emergency conditions and should be relied on only as a secondary source.
- A carefully worked out system must be developed for alerting occupants of each school.
  1. A signal separate from the fire alarm is recommended. If the fire bell is used make certain everyone understands the various signals for different emergencies.
  2. Communication between nonconnected buildings is necessary. (An intercom system is good.)
  3. An auxiliary system for messages would be advisable to take care of power failure and communicate within the sheltered area.
  4. All schools should be equipped with a transistor radio to be used after the warning. The Emergency Broadcast System (EBS) is a medium through which the school will receive emergency information in the event of a nuclear attack upon the United States. Radio broadcast stations will also disseminate official announcements and information in connection with natural disaster situations.

Suggested Guidelines for School Emergency Plans

The School Emergency Plan Committee

The school principal's first responsibility is the selection of three to five faculty members to participate in the development of the school disaster plan.

1. Criteria for principal's selection:
   - Permanent members of the school faculty.
   - Faculty members who have the confidence of the principal to function well under stress conditions.
   - Faculty members who would intelligently apply themselves to the seriousness of disaster planning.
2. Responsibilities of the School Emergency Plan Committee:
   - The listing of all possible disasters that could demand an immediate response from the school professional staff to create maximum safety for the student population.
   - The realistic determination of possible school responses to each disaster listed, falling into two general categories: Evacuation of the school or nonevacuation of the school.

Evacuation of the School Considerations

Transportation to homes may be possible in which case the following information should be considered:

- The number of buses available for immediate response to an emergency call.
- The capacity of buses available.
- Information in the school office on the means for contacting those bus drivers available.
- Bus drivers should be made aware of their responsibilities in time of emergency evacuation.
- Number of available private cars which could be made available for emergency transportation if there is a shortage of buses.
- Capacity of private cars.
- Plans should be made for alternate or optional drops to speed the time that buses or cars can cover the normal routes in transporting students to homes.
- Parents should be contacted in advance to determine whether or not they want their child or children sent home if school is evacuated, considering that some of the student body might be sent home to empty houses because of working parents, etc.
- Records should be kept making the principal aware of which students are to be kept in school custody when evacuation is conducted.
- Facilities within the school or nearby building to house the remaining students should be outlined in plan.
- As a result of disaster affecting the school itself, it may be necessary to evacuate the entire student population to an alternate building or buildings located in the school area, in which case the following information should be considered in the plan:
  1. A map of the school area locating the alternate building(s) for the housing of students.
  2. Planned routes of evacuation to the alternate building(s); i.e., coordinating the police for traffic control around alternate site.
  3. Agreement secured with the owners of the alternate building(s) allowing their use for housing students.
  4. Available resources in the alternate building(s) to facilitate housing of students such as food, water, medical supplies, sanitation facilities and sleeping areas.
  5. Possibilities of obtaining additional supplies if the students must be housed for an extended period of time.

Non-evacuation of the School Considerations

The nature of the impending disaster may be such that there is insufficient time to evacuate students to their homes or that transportation would be extremely hazardous, in which case the following information should be considered:

- The structural stability of the school building(s) for housing students.
- A map of the school plant outlining areas that afford the greatest structural stability for housing students.

- Determination of the duties of the school staff necessary to the safe housing of all students for an extended period of time.
- Available resources of the school:
  1. Food (located in school or school area).
  2. Water (located in school or school area).
  3. Medical supplies (located in school or school area).
  4. Sanitation facilities (normal or emergency).
  5. Sleeping areas.
  6. Map of the school area locating and identifying alternate sources of food, water and medical supplies.

Inventory for School Emergency Plan

Basic to planning an adequate protection program is the awareness of the types of danger likely to be met. A survey of the school locality can be conducted to assess these dangers and to relate the survey findings to the total community. Major aspects of the survey should include:

- Man-made hazards in the vicinity of the schools, such as oil and gas storage tanks or high voltage lines, and how these would be affected by various hazards.
- Natural disasters likely to occur in the area (floods, winter storms, windstorms, earthquakes, blizzards, etc.)
- An evaluation of human resources and training.
- A description of the physical plant, the best protected areas, school population, means of travel, etc.
- Existing fallout shelters in schools and nearby buildings. (Contact local civil defense director for this information.)

Warning and Communication

Within the school district and each individual school, authorities must know the exact means by which warning is to be transmitted.

This warning may be received by telephone or by the local siren system or by other means. Immediately upon receiving the transmitted warning, each school should put into operation its own prearranged plan.

The School Emergency Coordinator should consult the local civil defense director to determine the method by which an emergency warning is given to each school.

Approving the Plan by the Board of Education

After the school disaster plan has been devised and tested, its approval should be recorded in the Board of Education minutes.

Publicizing the Plan

The school disaster plan should be published, distributed and discussed with the school staff, pupils, and parents and their support enlisted for its use and effectiveness.

Staff meetings should be held and members briefed. Classroom instruction sessions should be held and the students instructed in their duties and actions in emergency situations.

Parents can be given the information needed by sending material home with children, report card enclosures, discussions at parent-teacher meetings, articles written for school and local newspapers and radio and television broadcasts.

Reviewing the Plan

The entire school disaster plan should be reviewed annually after the beginning of each fall semester to make improvements and to involve and train personnel new to the district. A detailed review should be made once each year for all persons participating in the emergency operations.

Emergency Action Guide

This is a suggested guide which should be revised to meet the special needs of the area to be served.

_____ School

Emergency Telephone Numbers

Superintendent of Schools	_____	For emergency repairs or replacement:	
School district office	_____	Roofing	_____
Police department	_____	Glass	_____
Sheriff's office	_____	Plumbing	_____
Fire department	_____	Electrical	_____
Public health agency	_____	Heating	_____
Hospital	_____	Air conditioning	_____
School doctor	_____	Carpentry	_____
Civil defense office	_____	Locksmith	_____
Red Cross	_____	General cleanup	_____
Ambulance	_____	Others	_____

Utilities

Gas	_____	Electricity	_____
Water	_____	Fuel	_____

Major Disasters

The disasters to which the United States and Canada are subject vary from one area to another; however, some disasters are common to almost

all parts of the U.S. and Canada. Preparation should be made for such major disasters as fallen aircraft, chemical accidents, severe windstorms, explosions, utility failure, blizzards, earthquakes, hurricanes, thunderstorms, floods or tidal waves, flash floods and tornadoes.

Severe Weather Conditions

If your area is subject to severe weather including heavy snows, winter storms, heavy rains, tornadoes, lightning, flooding and severe thunderstorms, injuries and deaths from severe weather can be prevented or reduced by warning and preparedness.

National Weather Service's SKYWARN alerting system notifies government agencies and the public of severe weather WATCHES and severe weather WARNINGS. When such a notification is made, school districts should develop guidelines for notifying individual schools.

Definitions

- Severe Weather Occurences—Electrical storms, high winds, flooding, tornadoes, destructive hail and winter storms which can cause disruption to normal activities, property damage, injuries and loss-of-life, are severe weather occurrences.
- SKYWARN—The severe weather notification system operated by the National Weather Service to alert local jurisdictions and, through the broadcast media, inform the public of severe weather occurrences.

Severe Weather Bulletins

- Severe Weather WATCH—A bulletin by the National Weather Service that conditions are such that severe weather of the type indicated can occur in the area designated (e.g., Flash Flood WATCH).
- Severe Weather WARNING—A bulletin by the National Weather Service that severe weather of the type indicated is occurring in or is imminent in the area designated (e.g., Heavy Snow WARNING).

Sighting of Weather Hazard

At the actual sighting of a severe weather occurrence, information must be disseminated for warning of the potential danger to people and property (e.g., tornadoes, funnel clouds, electrical storms, damaging winds, large hail, flooding, freezing rain).

Each school will have a severe weather preparedness plan which includes an established chain of command, provisions for someone to take charge in the principal's absence and methods for familiarizing every staff member and student with the plan and his or her responsibilities.

Hurricanes

A hurricane causes the sea level to rise above normal tidal height, with giant wind-driven waves and strong and unpredictable currents. Know the elevation of your property above mean sea level (see flooding). Have a safe evacuation route planned. Learn the storm surge history for your area. Tornadoes spawned by hurricanes are extremely dangerous. When a hurricane approaches, take immediate shelter.

Tornadoes

Several times in recent years, schools have been hit by tornadoes. In most instances, fortunately, classes were not in session. In some other instances, where students were present, school officials familiar with twisters safeguarded the children by taking prompt action just before the tornadoes hit. Remember that the National Weather Service issues a WATCH when the possibility of tornadoes exists, and a WARNING when a tornado has been spotted or indicated on radar. There may or may not be time for a tornado WARNING before a twister strikes.

Flash Floods

Flash flood waves, moving at incredible speeds, can roll away boulders, tear out trees, destroy buildings and bridges and score out new channels. Killing walls of water can reach 10–20 feet.

Before the flood:

- Know the elevation of school property.
- Investigate the flood history of your area.
- Develop advance plans of what to do, where to go, etc.

When a Flash Flood WATCH is issued:

- Listen to radio and television stations for flash flood WARNINGS from the National Weather Service.
- Be prepared to move out of danger at a moment's notice.
- If you are on the road, watch out for flooding at highway dips, bridges and low areas due to heavy rain not observable to you, but which may be indicated by thunder and lightning in the distance.

When a Flash Flood WARNING is issued:

- Act quickly to save those in your charge.
- Evacuate areas subject to flooding.
- Do not attempt to cross a flowing stream on foot where water is above your knees.
- If driving, know the depth of water in a dip before crossing. (The road may not be intact under the water.)
- If the vehicle stalls, abandon it immediately and seek higher ground

rapidly; rising water may engulf the vehicle and its occupants and sweep them away.
- Be especially cautious at night when it is harder to recognize flood dangers.

Other Precautions:

- If your area is flood-prone, plans should be made in advance as to what actions are to be taken.
  1. Alternate bus routes to be used.
  2. Notification to parents in advance as to (1) Adjusted bus routes; (2) Where child will be picked up and where child will be taken. (3) Procedures to eliminate or greatly reduce necessity of telephone calls.
  3. Routes to be used by walking students.
  4. Supervision by school personnel of walking students.
- Policy for early dismissal.

As soon as information is received that an area is flooded:

- Bus drivers are to be notified.
- Parents should be notified if that is part of the plan.
- Supervisory personnel should be assigned stations.
- Plans for holding pupils after normal school hours or early dismissal should be put into effect.

Instructions concerning driver's responsibilities during sudden or flash flooding or while bus is on its trip should include:

- Crossing a flooded bridge.
- Traveling through a flooded area.
- Caring for children that cannot be delivered to their homes.
- Notifying the school office of conditions.

Lightning

Statistics show that lightning kills about 100 persons and injures hundreds more people each year. A major reason for casualties resulting from lightning is that not enough people are frightened or really convinced of the danger. Actually lightning could be defined as a giant spark or flash generated by millions of volts and up to 200,000 amperes of electricity capable of tremendous destructive power. Safety precautions must be taken to avoid severe physical injury.

Lightning generally strikes the highest object in an area. Tall buildings and trees are frequently targets.

The most dangerous spots during a thunderstorm are out-of-doors on a golf course or a baseball or football field; in a boat, swimming, atop a hill, under an isolated tree, on a bicycle or horse; or near a wire fence, clothesline or overhead wires. In some of those spots you are often the highest object in the area, making you a prime target, especially if you

have any metallic objects on you. Nine out of 10 victims of lightning are sportsmen, farmers and vacationers. Sportsmen are left exposed on a large expanse of open area. When a storm approaches, sportsmen fail to seek safe shelter, and thus endanger their lives.

School administrators and teachers should make certain that students are not assigned classwork out-of-doors during a thunderstorm. Avoid allowing yourself to become the highest object in the area. When it is obvious that a thunderstorm is imminent, students and employees should seek the shelter of the school. At no time should an athletic event continue during an electrical storm.

Earthquakes

An earthquake usually occurs without warning. Therefore, no suggestions are given for warning. Instructions should be given regarding actions to be taken. These should include the following:

- Remain where you are. Assess the situation, then act.
- Keep calm.
  - If indoors:
    1. Take cover under desks, tables or other heavy furniture.
    2. Take cover in interior doorways or narrow halls.
    3. Stay away from windows and beware of falling objects.
    4. Move from under light fixtures or other suspended objects.
  - If outdoors:
    1. Move away from buildings, if possible.
    2. Avoid utility poles and overhead wires.
  - After quake is over:
    1. Do not light fires either in fireplace, stoves, furnaces or outside, until advised that it is safe to do so by authorities.
    2. Avoid touching electrical wires which may have fallen.
    3. Do not enter a building until it has been declared safe.
    4. The teacher should take roll of students to be sure all are present and report to principal or other person as directed under "Tornado" or "Fire."
    5. If communications are still available with central office, follow instructions from there.
    6. If a radio is available, turn it on for latest bulletins.

Bomb Threat

For prevention in school systems where threat of bomb is likely, the following is suggested:

- Rooms be locked at all times when not in use (good procedure at all times).
  - Teacher should briefly check room on arrival in morning, or upon return to room during day, and report to principal any unusual circumstances or articles.

  - Teacher stays in room until all students leave, then lock doors.
  - Custodian locks door when he or she leaves room after cleaning.
- Use of a Teacher's Security Checklist (principal to decide when to use) given to principal each day with first absentee report or principal makes available to police if bomb threat is received.

Plan of action, if notified that there is a bomb in building:

- Immediate notification of law enforcement officers; plans should be worked out with law enforcement officers in advance.
- Check teachers' security lists for clues while waiting for officers to arrive.
- Have priority search areas.
  1. Rooms suspected from clues given on Teachers' Security Checklist.
  2. Area where warning said it might be placed.
  3. Lockers (Caution: often bombs are found wired to doors).
  4. Gymnasium, auditorium, cafeteria, etc.
- Faculty and Students Evacuate Building
  1. By use of fire drill (use same procedure).
  2. Return as soon as area or building is searched.
  3. If bad weather, return to gym or auditorium after search of that area, hold until other rooms are checked.
- If public is to be informed, provide method of notification or of press release to news media.
- If public is not to be informed, seek in advance the cooperation of news media.

Chapter 4

Fire Safety

Fire Safety for Schools and Other Premises

The purpose of this regulation is to prescribe minimum requirements and controls to safeguard life, property and the welfare of students, staff and patrons of the school district from the hazards of fire and explosions arising from improper storage, handling or use of substances, materials or devices and from conditions hazardous to life, property and the public welfare in the use or occupancy of school buildings, structures, sheds, tents, lots or premises.

Fire protection is a term that generally embraces all measures relating to the safeguarding of human life and the preservation of property in the prevention, detection and extinguishing of fires.

Fire prevention should not be considered synonymous with fire protection; instead, it is a term to indicate measures directed toward avoiding the inception of fire.

The prevention and the reduction of fire and casualty losses depend upon five fundamental principles:

- Prevention of personal injuries from fires or panic.
- Fire protection engineering.
- Regular, periodic inspections.
- Early detection and extinguishment.
- Damage control—limiting the damage resulting from fire and fire extinguishment.

Procedures in Case of Fire

Develop guidelines in cooperation with your local and/or state fire department. Guidelines should include: Evacuation—notifying the fire department, reporting fires to appropriate office, written fire plan, false alarms.

Duties of the Principal

The principal is responsible for:

- Instructing all personnel about fire exit facilities and emergency drills at the beginning of each school year and at the beginning of the summer session.

- Assigning a responsible person to inspect all exit facilities daily in order to make sure that all stairways, doors and other exits are not obstructed.
- Appointing monitors to assist in the proper execution of all drills. They shall be instructed to close doors, where necessary, to prevent spread of fire or smoke. There shall be at least two substitutes for each appointment so as to provide for proper performance in case of absence of regular monitors. The searching of lavatories or other rooms shall be the duty of the teachers or other members of the staff.
- Informing substitute teachers and all personnel assigned to the school of the type and location of alarm-sounding devices in the school, the location of all exits and the exit plan to be used.
- Allowing sufficient time during drills so that teachers can completely check the roll books before the recall signal is sounded.
- Posting conspicuously at, or near, each telephone the emergency number to call for fire, ambulance or police.
- Informing staff that in case of fire all decisions will be made by the fire department officer in charge when he or she reports on the scene.
- Checking fire alarm system prior to the start of each school day.

Suggested Fire Drill Requirements

Quantity and Frequency of Drills Required. All schools shall conduct at least _____ drills during every school year, and at least once every _____ days. Adequate records of such drills should be kept on the form provided after each drill, and sent to _____ at the end of each _____ . If the school building is to be occupied during the summer months, _____ fire drills should be programmed at the beginning of each session. In all cases a fire drill must be conducted at least every _____ days as required above. (Each district should develop its own guidelines.)

Scheduling of Fire Drills. Drills shall be executed at different hours of the day or evening, during the changing of classes, when the school is at assembly and during the recess of gymnastic periods, to avoid distinction between drills and actual fires. If a drill is called when pupils are going up and down the stairways, as during the time classes are changing, the pupils shall be instructed to form in file and immediately proceed to the nearest available exit in an orderly manner. (See N.F.P.A.)

Conducting Fire Drills. Every fire exit drill shall be an exercise in school management for principal and teachers, with the chief purpose of every drill being complete control of the class. Great stress should be laid upon the execution of each drill in a brisk, quiet and orderly manner. Running is porhibited. In case there are pupils incapable of holding their places in a line moving at a reasonable speed, provisions should be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march. (See N.F.P.A.)

Appointing Monitors. Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills. They shall be instructed to hold open doors in the line of march or to close doors where necessary to prevent spread of fire or smoke. There shall be at least two substitutes for each appointment so as to provide for proper performance in case of absence of the regular monitors. The searching of toilets or other rooms shall be the duty of the teachers or other members of the staff. (See N.F.P.A.)

Fire Drills Should Simulate Actual Fire Conditions. As all drills simulate an actual fire conditions, pupils should not be allowed to obtain clothing after the alarm is sounded, even when in home rooms, because of the confusion which would result in forming the lines and the danger of tripping over dragging apparel.

Class Assembly Points Outside of Building. Each class or group should proceed to a predetermined point outside the building and remain there while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other to avoid danger from any fire in the building, interference with fire department operations or confusion between different classes or groups (See N.F.P.A.)

Motor Vehicle Traffic Control. Where necessary for fire drill lines to cross roadways, signs reading "STOP!" "SCHOOL FIRE DRILL" or equivalent should be carried by monitors to the traffic intersecting points in order to stop traffic during the period of the drill. (See N.F.P.A.)

Use of Alarm Bells—All fire exit drill alarms shall be sounded on the fire alarm system and not on the signal system used to dismiss classes. (See N.F.P.A.)

Preventing Accidental Recall to Building—In order that pupils will not be returned to a building which is burning, the recall signal should be one that is separate and distinct form and cannot be mistaken for any other signal. Such signal may be given by distinctive colored flags or banners. If the recall signal is electrical, the push buttons or other controls shall be kept under lock, the key for which shall be in the possession of the principal or some other designated person in order to prevent a recall at a time when there is a fire. Regardless of the method of recall, the means of giving the signal shall be kept under a lock. Enter building only after the fire official on the scene has given permission. (See N.F.P.A.)

Exits to be Clear of Obstructions. It shall be the duty of the principals and teachers to inspect all exit facilities daily in order to make sure that all stairways, doors and other exits are in proper condition. (See N.F.P.A.)

Exits in Open Plan Building. Open plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are obvious. (See N.F.P.A.)

Evacuation of the Handicapped

Each administrator and associate superintendent shall develop an emergency evacuation plan for handicapped students and staff. The division of fire prevention may be contacted for assistance in developing a plan. The plan should include, but not necessarily be limited to, the following:

- Pre-plan for use of ramps when ramps are available.
- Designation of staging areas where handicapped students/employees are to be brought promptly for safe exit.
- Training of staff:
  1. Lifting and carrying wheel chair students or staff, when fire and rescue personnel are not immediately available.
  2. Planning for the notification of deaf students.
  3. Checking restrooms and special areas.
  4. Closing doors to prevent fire spread.
  5. Conducting a fire drill; handicapped are not excluded from fire drills.
  6. Caring for medical needs requiring specific procedures.

Open Fires

Open fires (bonfires) shall be prohibited on school property.

Smoking

It shall be unlawful for any person to smoke or throw or deposit any lighted or smoldering substance in any place where "No Smoking" signs are posted or in any other place where smoking would constitute a fire hazard.

Fireworks

Develop a local regulation which is in compliance with state, county or city codes. The regulation should include information on model and amateur rocketry. The term "fireworks" shall mean and include any combustible explosive composition, or any substance or combination of substances, or article prepared for the purpose or audible effect by combustion, explosion, deflagration or detonation: and shall include blank cartridges, toy pistols, toy cannons, toy canes, toy guns in which explosives are used, unmanned balloons which require fire as a propellant, firecrackers, torpedoes, skyrockets, Roman candles, Daygo bombs, sparklers or other fireworks of like construction and any fireworks containing any explosive or flammable compound, or any tablets or other device containing any explosive substance.

Amateur Rocket Experimentation

"Rockets" are potentially highly hazardous devices employing extremely energetic propellants. Their safe use requires expert knowledge and experience beyond the skill of persons not specifically trained and qualified in this speciality.

In the interest of student safety, amateur experimentation with amateur rockets should be prohibited. Administrators and teachers shall assist in the education of students regarding the dangers of rocket experimentation by doing the following:

- Science teachers shall be aware of regulations governing rocket experimentation.
- Industrial arts teachers shall closely supervise all projects being made in school shops to be sure parts of rockets are not being constructed on school premises.
- Elementary teachers should take cognizance of the rules concerning rocket experimentation and forbid the firing of said rockets as part of class activities or on school premises.

Fire codes may vary in their treatment and definition of model rocketry; therefore, each jurisdiction should develop policies and procedures regarding model rocketry.

Blasting Caps

Blasting caps are high explosives used to set off other explosives and are dangerous. Students shall be instructed regarding hazards of blasting caps. They should be reminded never to touch blasting caps and immediately to notify their parents, police, fire department or teacher, who will arrange for disposal.

Storing of Flammable Liquids

Storage shall be limited to that required for maintenance, demonstration, treatment and laboratory work. Flammable liquids in the laboratories and at other points of use shall be in containers not larger than one quart or in safety cans or in storage cabinets. No gasoline-powered equipment shall be allowed inside the building (exception: in rooms designed and approved for flammable liquids storage).

Sample Rules for Places of Assembly

Capacity

In every place of assembly, there shall be a certificate permanently posted in a conspicuous place in the room near the entrance. The certif-

icate shall be furnished and signed by _____. The certificate shall read as follows:

Not more than _____ persons permitted in _____.
Department of _____.

Exits

- It shall be the duty of the person in charge of any theater or place of public assembly to call the attention of those present, immediately prior to the beginning of the play, address or other matter of proceedings for which the people are assembled, to the number and location of the several exits in the building or hall and to state that the doors to all such exits are unlocked. Before making such announcement, it shall be the duty of such person to make an actual inspection to verify the fact or to see that said doors are unlocked.
- It shall be the duty of the person in charge of every public or private assembly to call the attention of everyone present at a performance, address, exhibition or other matter of proceeding to the exits by displaying or announcing the following:

For your own safety, LOOK for your nearest EXIT. In case of emergency, WALK, do not RUN to that EXIT.

- The requirement for calling the attention of everyone present in any public or private assembly shall be considered complied with by one of the following:
  1. Oral announcement of the above notice from state, platform or floor at the beginning of every performance, address, exhibition, contest or other matter of proceedings.
  2. Showing the above notice on cinemas screen where moving pictures are shown.
  3. Printing the above notice in bold type letters not less than one-fourth inch in height on the back of programs for such performance, matters or other proceedings, and nothing but the said notice shall be placed thereon.
  4. Having a fixed sign or signs displaying the above notice printed in letters of a size and clarity that can be easily read from any and every point in the assembly room.
- The operator or the person in charge of the operation or use of any place of assembly shall check exit facilities before the place of assembly is occupied for any use, to determine compliance with the provisions of this section.
- During the period of occupancy, an exit door shall not be locked, bolted or otherwise fastened or obstructed by any means that would keep the door from being opened from the inside by the use of the

ordinary door latch or knob or by pressure on the door or on a panic release device.

- Aisles. In each room where chairs or tables and chairs are used, the arrangement shall be such as to provide for ready access by aisles to each exit door. Aisles leading directly to an exit door shall have not less than forty (40) inches clear width when serving seats on both sides and the aisles shall not be obstructed by chairs, tables or other objects.
- Obstructions. A part of a stairway, whether interior or exterior, or of a hallway, corridor, vestibule, balcony or bridge leading to a stairway or exitway shall not be used in any way that will obstruct or restrict its use as a means of exit or that will present a hazardous condition. No storage in or under stairways.
- Exit Plan. A plan showing the capacity and location of exitways and of aisles leading thereto shall be submitted for approval to the _____ and an approved copy shall be kept on display at all times.
- The fire department representative, upon finding any overcrowding conditions or obstructions in aisles, passageways or other means of exit, or upon finding any condition which constitutes a serious menace to life, shall cause a performance, presentation, spectacle or entertainment to be stopped until such condition or obstruction is corrected.

Note: Check local, state and national codes to assure that your procedures are in compliance.

Decorations (Sample Policy)

- Cotton batting (either natural, artificial or manufactured), straw, dry vines, leaves, trees or other highly flammable materials shall not be used for decorative purposes. Electric light bulbs or fixtures or any heat producing device in any building shall not be decorated with paper or combustible materials whether flameproofed or not. Exit doors, exit lights, fire alarm sending stations, standpipes and fire extinguisher locations shall not be concealed or obstructed by any decorative material.
- All decorations which will cover more than 10 percent of the wall surface area, or which will be hung overhead must bear the U.L. seal or other approved testing laboratory or pass the flame resistance test.
- Decorative material shall include all such material as curtains, draperies, streamers, surface coverings applied over interior finish for decorative, acoustical or other effect; and also cloth, cotton batting, straw, vines, leaves, trees and moss used for decorative effect; but it shall not include floor coverings, ordinary window shades or materials one twenty-eighth (1/28) of an inch or less in thickness applied directly and adhering tightly to a non-combustible base.

- No decorative material shall be used which, as applied, will ignite and allow flame to spread over the surface or allow burning particles to drop when exposed to a match flame test applied to a piece removed from the material and tested in a safe place. The piece shall be held in a vertical position and the bottom edge exposed to a flame from a match held in a horizontal position, one-half inch underneath the piece, and at a constant location for a minimum of twelve (12) seconds.
- Treatments used to accomplish this flameproofing shall be renewed as often as may be necessary to maintain the flameproof effect.
- Plastic coated fabric used as a decorative material shall not be used.
- In a place of assembly, no motion picture screen or screen masking shall be used which will ignite and allow flame to spread over the surface when exposed to the match flame test described above.

Responsibility for Special Events

The chief administrator of each school shall be responsible for all safety regulations related to special events and for ensuring that a safe environment is provided.

Fire Regulations

All special events shall be held in strict compliance with the fire code. Contact the fire marshal's office _____ days prior to event to secure permission to hold any special event.

Use of Christmas Trees in Schools

The use of natural Christmas trees is prohibited. Artificial trees are permitted as follows:

- All artificial trees must bear the seal of Underwriters Laboratories, Inc., (U.L.) or Factory Mutual as flame resistant if they are to be used in schools.
- Lights cannot be installed on any tree which is either metal finish or metal base.
- If indirect lighting is used, all components of the lighting system must be U.L. or Factory Mutual approved. Any cords used cannot be run along baseboards or across corridors. No combustible materials are to be used above or within a 12-inch radius of the lights.

Booths and Stands

All booths, stands and platforms used for dispensing or display shall be substantially constructed. Booths and stands shall not obstruct any exit or passage way or block any door.

Paper Drives and Storage

Paper from paper drives shall not be stored within _____ feet of buildings, in ways of egress or on public property (sidewalks).

Tents

Regulations for the construction and use of tents must be in compliance with the fire code. Any use of tents on school property must be cleared with the fire department _____ days prior to their use. (Check local fire regulation.)

Parades and Floats

For regulations on use of crepe paper, tar paper or smoking, see local fire codes.

Hazardous Gas in Balloons

No person shall use any flammable, oxidizing, toxic, corrosive or reactive gas to inflate balloons. Air and inert gases which are lighter than air are not prohibited for this purpose.

Electrical Devices and Equipment

All electrical devices and equipment used on school property shall bear the label of Underwriters Laboratory, Inc., or shall be approved by another nationally recognized laboratory.

Hot Plates

If hot plates are to be used, the appliance must bear the underwriters label and be equipped with an on-off control switch. The appliance should be so located that it is not in close proximity to any combustible materials. Responsibility shall be placed on those individuals using hot plates to assure that the appliance is disconnected when not in use. This responsibility shall not be transferred to a student.

Personal Electric Heaters

Personal electric space heaters will not be permitted. Such units, in addition to having high energy consumption, can be a fire and safety hazard. Only heaters furnished and installed by _____ for temporary emergency use will be permitted.

Compressed Gases

Each district should develop guidelines in compliance with OSHA standards.

Elevators

Elevators shall not be used in case of fire. Use marked stairways.

Fumigation

See local and state and N.F.P.A. guidelines, as well as OSHA regulations.

Spray Booths

Paint spraying operations should be in detached buildings or cut off from other operations where possible. (See N.F.P.A. and/or OSHA standards.)

Chapter 5

Plant and Employee Safety

General Safety Rules

- Wear hard hat, foot protection and safety glasses as directed by OSHA or state regulations.
- Report unsafe conditions and mechanical and electrical defects in writing immediately to the Division of Maintenance.
- Report any personal injury, however minor, *immediately*, to supervisor and first aid station. Delayed reporting of injury is inexcusable.
- Use every safeguard provided. After removing guards for repairs, etc., replace at once.
- Do not run; watch your step; keep firm footing and balance at all times.
- Horseplay will not be tolerated.
- No alcoholic beverages allowed.
- Wear no loose clothing, torn sleeves, key chains, rings, etc., which may get caught in machinery.
- Never chip, grind, burn, use compressed air, steam, acids, etc. or work in areas where eye hazards exist without use of full safety goggles or full face protection, whichever may be required.
- Lift with your legs—set your feet firmly—bend your knees—keep back straight—do not twist body. If a load is too heavy, get help.
- Never stand under suspended loads or in danger zone of falling objects, moving equipment, dripping caustics, etc.
- Keep your work area clean and free of loose objects, stumbling or slipping hazards, rubbish, etc.
- Never use gasoline for cleaning purposes. Keep flammables in safety type containers.
- Always keep hands and feet clear of pinch points, oil drums, etc.
- Never allow oil or grease or heat to contact oxyacetylene equipment.
- Use the right tool and use it properly. Do not use defective or mushroom-headed tools.
- Never leave materials, tools, etc., in a position to slide or fall.
- Be sure all electrical devices, power tools, etc., are properly grounded at all times.
- Never grease machinery while it is in motion.
- Never leave an unsafe condition unguarded or unmarked, even temporarily.

- Pull and tag out main electric switch with your signed tag before repairing or greasing equipment. Make certain everyone is in the clear before starting up again. Never remove danger tag placed by another person. See supervisor.
- Inspect each ladder before using. Be sure ladder is properly positioned and secure at top and bottom.
- Temporary obstruction of roadways must be preceded by proper placement of flagmen, flares, etc.
- When operating electric switches, stand on insulated mat. Keep switch panel fronts closed.
- Be sure you are right when operating switches, valves, etc. If in doubt, check with supervisor. Watch safety of others when changing valve settings.
- Respirators shall be worn where needed or as directed by supervisor.
- Anyone working overhead must place warning signs below and rope off area.
- Rubber hose, welding cables, etc., must not be run over by lift trucks and heavy objects. Hoses and cables should be coiled and stored when not in use.
- Learn location of fire extinguishers and know how to use them.
- Do not walk or run in front of or behind moving equipment.

New Employees

Everyone has the responsibility to see that new employees are given time and attention in regard to safety regulations. It is only through constant effort that a school district can obtain a high degree of job proficiency and a low accident rate. It is common knowledge that a safe worker is most likely to perform a quality job.

Employee Responsibility

- Make safety the first consideration in every situation.
- Accept the responsibility for his or her own safety and those who work under him or her.
- Abide by all safety regulations as prescribed in this handbook.
- Use protective clothing and devices when necessary.
- Use tools that are in good, safe working condition.
- Stick to the job at hand and do not distract other workers.
- Refrain from all forms of pranks or horseplay.
- Report unsafe practices or work conditions to immediate supervisor.
- Report all accidents to the immediate supervisor.

Body Protection

- Clothing appropriate for the work being done shall be worn.
- Loose sleeves, ties, lapels, cuffs or loose clothing which can be entangled in machinery shall not be worn. Clothing should be snug

fitting at the wrists, the waist and the ankles to offer as little as possible to catch on projections.
- Clothing saturated or impregnated with flammable liquids, corrosive substances, irritants or oxidizing agents shall be removed and shall not be worn until properly cleaned.
- Persons working with molten metal should use leggings designed to be removed instantly in an emergency.

Hand Protection

- Wristwatches, rings or other jewelry should not be worn while working in close proximity to moving machinery.
- Persons whose work regularly exposes their hands to hazardous substances, cutting or burning shall wear appropriate hand protection such as gauntlet gloves made of leather or loose cuff gloves. The wearing of gloves around moving machinery, however, shall not be permitted.
- Rubber gloves shall be worn when handling dyes, photographic chemicals and etching acid.
- Appropriate gloves should be worn for handling hot ware in unloading a ceramic kiln.

Ladders

- Inspect ladders to be sure rungs are solid, tight and clean and that rails are not cracked. Avoid using any ladder with weak or damaged rails, steps or rungs.
- Open stepladders fully and lock spreaders.
- Use extension ladders only up to 60 feet and have enough overlap. If the ladder is extended less than 36 feet, have 3 feet of overlap between sections; if extended between 36 and 48 feet, have 4 feet of overlap between sections; and if extended from 48 to 60 feet, have 5 feet between sections. Lash or otherwise secure the ladder in place.
- Never allow more than one person on a ladder.
- Supply firm footing for the ladder. If the ground is soft or uneven, use boards under the feet of the ladder.
- Use 4-to-1 rule in setting up extension ladder. It is easy to figure since the rungs on most ladders are one foot apart. Count the rungs up to where the ladder rests on the wall. If the ladder is 16 feet, set the base 4 feet from the wall.
- Face the ladder climbing up or down. Hold on with both hands. Carry tools or supplies in pockets or haul them up with a line.
- Move the ladder frequently instead of reaching over too far. Follow the rule of keeping your belt buckle between the side rails.

- Lean toward the ladder when working and keep one hand free to grab the ladder.
- Carry the ladder with the front end high enough to clear anyone ahead of you.

Rules for Lifting

- Size up the load; do not attempt to lift a load alone if you have any doubt of your ability to lift it.
- Always make sure your footing is secure.
- Place feet close to the base of the object to be lifted.
- Get a good grip on the load.
- Bend your knees; keep your back straight.
- Keep the load close to the body.
- Be sure that you can see past the load.
- In team lifting, cooperate with your buddy when carrying a long object; with a two-man carry, both should carry from the same side, be it right or left.
- When putting down a load, take care and reverse the lifting procedures, as this operation is as dangerous as lifting.

Scaffolds

- Inspect the scaffold before mounting. It should be sturdy, free of knotty or defective planks, level and solidly positioned.
- Keep the scaffold free of scraps, loose tools or tangled lines.
- Follow the manufacturer's instructions to the letter when assembling.
- Lock and block wheels before climbing. Never ride a rolling scaffold.
- Level the scaffold after each move, but don't extend adjusting leg screws more than 12 inches.
- Make sure the deck isn't higher than four times the width of the smallest base dimension.
- Lash fixed scaffolds at intervals of 30 feet of length and 25 of height.
- Check all pulleys, blocks, hooks, fittings and ropes on swinging scaffolds.

(See OSHA or state regulations and Maintenance Checklist for Self-Inspection, Appendix 3.)

Working Around Machines

- Machines should be stopped and locked in an "off" position before being oiled, lubricated or adjusted.
- Clean chips off with a brush, not with a rag or with your hands.
- Goggles and other protective equipment should be worn on the jobs which require them.

- Operate a machine only after you have received thorough instructions and have been given permission to do so.
- Ask questions if there is anything about your work that you do not understand. To be safe you must know what you are doing, especially when working around machinery.
- Guards are for your protection; they should all be in place before starting your machine.
- Wear suitable clothes. Work clothes should fit snugly. Anything that can catch in machinery is taboo, such as neckties, loose patch pockets, wristwatches, rings, earrings or gloves. (Long hair must be closely covered for safety; and you must wear low heels for standing.)
- Operate only the machines to which you are assigned.

(See Accident Prevention for Building Service Workers, Appendix 4 and Maintenance Checklist for Self-inspection, Appendix 3.)

Hazards of Office and Classroom Equipment

One of the prime requisites for a successful safety program is the existence of safe attitudes on the part of all employees.

Hazards of Office Machines

- Office machines should be properly located and placed so that there is no danger of falling.
- Office machines should be equipped with three-wire grounded circuit or be double-insulated. Care should be exercised that the ground wires are properly connected before the machines are operated.
- Electrical machines and connections should not be touched with wet hands or operated on damp floors.
- Office machines should not be adjusted, lubricated or cleaned while they are running. Make sure the machine is stopped by pulling the plug out of the outlet.

Hazards of Desks, Tables, etc.

- Do not use glass tops; only shatterproof glass with beveled edges shall be used.
- Pencil sharpeners shall be mounted on desks or tables so that they do not protrude.
- Drawers should never be left open. Keeping them closed is a sign of a well-managed office.
- Always use the handle to close typewriter desk compartments. Since weight handling of typewriters is involved, it should be standard office procedure to have such mechanisms fully explained before using.

- Desks, tables, etc., should have rubber feet on them to prevent creeping. Misaligned desks and tables can cause strains and injuries to fingers and hands.
- Desks and tables should be checked for splinters, dangerous cracks and loose veneer.

Hazards of Typewriters

- Never use carbon tetrachloride for typewriter cleaning.
- Since many cleaners are highly flammable, lighted cigarettes should not be permitted in the vicinity of typewriter cleaning operations.
- Typewriters should always be secured to the surface upon which they are set.
- Do not place typewriters upon unstable surfaces from which there is a danger of falling.

Hazards of Swivel Chairs

- Extreme care should be taken by persons tilting back in swivel chairs to which they are not accustomed.
- Don't raise the seats on swivel chairs so high as to contribute to overbalancing.
- Spring tension bolts should be checked regularly. Weak bolts on swivel chairs can break and cause a person to be thrown with *considerable* force.

Hazards of Fans

- Check fans regularly to make sure that the guards are not defective and that blades are secure.
- Fans should not be placed on low tables, boxes, chairs, etc., or in any location where individuals might catch their clothing or hands in them.
- All fans should be cover-guarded with wire mesh. There may be loss of ventilating capacity, but this will be compensated for by eliminating the major cause of fan accidents.
- Floor fans should not be placed in locations where they will present tripping hazards.

Hazards of Waste Baskets

- Metal waste cans may have sharp points or fragmented edges which may tend to cut the users.
- Broken glass and other similar material should be thoroughly wrapped before disposal into waste cans.

Hazards of File Cabinets

- File cabinets should be secured to prevent their being overbalanced. Where two or more cabinets sit side by side, they should be fastened to each other.

- File drawers should not be left open. Always use the handle to close them.
- Heavy materials should be put in the bottom drawers, lighter materials in the top drawers.
- Pull only one drawer out at a time.
- File cabinets should be checked periodically for burrs and sharp edges.
- Never place materials, boxes, other files, etc., on top of cabinets. Not only will they fall; but they also put undue strain on the persons lifting them, reaching up to them, etc.

Cafeterias

In the realm of food services, one thinks primarily of kitchens. However, there are several other areas closely connected to the kitchen such as the place where foods are dispensed, the area where bread is baked, etc.; but because the kitchen function is a major segment of the food service operation, it presents the greatest accident prevention problems.

General Safety Practices

- Never assign an employee to any machine or mechanical or electrical device unless he or she has received instruction on how to operate it safely.
- Electrical appliances should be shut off when not in use and disconnected when being cleaned.
- All horseplay and practical jokes are prohibited.
- Smoking is prohibited in food service areas where food is prepared, served or stored.
- Do not apply force to glass containers. Try hot water on a tight metal lid or carefully tap it. If this fails, wrap lid with towel before trying to open.
- Do not overload pushcarts or dollies.
- Keep sharp protruding objects out of the aisles and away from busy workers; all drawers should be kept closed.
- Place all cleaning equipment such as brooms, mops, carts, pails, etc., where they will not be a hazard to workers.
- Keep aisles clean and clear at all times.
- High heels should not be worn on the job.
- Appropriate clothing is essential to a safe program.
- All accidents, no matter how minor, should be reported immediately to the principal.
- A first aid kit should be accessible to all workers.
- Keep all cleaning products away from food.
- Exhaust hoods must be operated at all times when ranges and/or steam kettles are in operation. Filters in hoods should be kept clean and free of accumulation of grease.

Receiving Area

Be sure that:

- Floors are in safe condition and are free from broken tile, defective floorboards and unsafe or sliding floor mats.
- All employees are instructed in correct methods for handling various types of materials.
- Trash cans are leak proof and adequate in number and size.
- Floors and/or deck areas are clear and hazard-free if the garbage disposal area is adjacent to or part of the general receiving area.
- Adequate tools are available for opening crates, boxes, cartons, barrels, etc.

Storage Area

Make certain that:

- Shelves are adequate to bear the weight of items stored.
- Heavy items are stored on lower shelves.
- An appropriate size ladder is available at all times.
- Cartons and flammable materials are stored away from light bulbs.
- Light bulbs have a screen guard.
- An approved fire extinguisher is available. (All employees should become familiar with the proper methods of operating fire extinguishers.)

Pots and Pans Area

Be sure that:

- Floors are in good, safe condition. Periodic mopping (at least once a week) is essential.
- Floorboards are free from broken slats and protruding nails.
- Portable and stationary racks are in safe condition.
- Employees are familiar with a safe means of egress if they should be locked in the freezer.
- Aisles are free and clear for safe movement.
- Heavy items are stored close to the floor.

Food Preparation Area

- Electrical equipment should be properly grounded.
- Electrical equipment should be inspected regularly by electricians.
- Employees should avoid leaning against equipment when turning it on and off.
- Floors should be kept clean and free of spillage. (Employees should clean up spilled items immediately.)
- Employees must be properly instructed in the safe operation of machines. (No employee shall use any power machine unless trained to do so.)

- Guards should be used.
- A pusher or tamp should be provided for use with the grinder.
- Mixers must be in safe operating condition.
- Beaters must be properly maintained to prevent injury from broken metal parts and foreign particles in food.
- Machines not working properly should be tagged and put out of service. (Tags could be made in each school.) In an emergency, the division of maintenance should be called. Other requests for repair should go through the principal in writing to the division of maintenance.

Serving Area

- Steam tables should be cleaned daily and maintained regularly.
- Safety valve equipment should be operative.
- Serving counters and tables should be free from broken parts and wooden or metal slivers and burrs.
- Glassware, china, silverware and plastic equipment must be inspected regularly and chipped or cracked items disposed of.
- Floors and ramps must be in good condition. These areas should be mopped daily.
- The traffic flow should be set so that children do not collide while carrying trays or obtaining food.

(See Food Service Safety Checklist, Appendix 5.)

Garage and Repair Shop Safety

Garage and repair shops perform a great variety of functions which present in varying degrees numerous potential causes of accidents. Some of these potential sources have already produced accidents, some of them of a serious nature. The safety hazards covered below apply mainly to garages.

Steam cleaning

- There should be no valve between the boiler and the end of the lance.
- Water should not be permitted to get low, allowing the boiler to become overheated.
- Operators should be reminded of the dangers involved in steam cleaning.
- The cleaner should never be left unattended while the burner is lit.
- The operator should be provided with eye protection, rubber gloves, apron and boots.

Jacks

- Pressure tank should meet requirements set by American Society of Mechanical Engineers.

- The jack should be equipped with a safety ratchet that prevents the load from dropping when the pressure is released.
- The ratchet should never be made inoperative.
- Hydraulic jacks should be used only to raise a piece of machinery into position.
- Hydraulic jacks should never be left unattended with a load raised.

Electric Chain Hoists

All hoists should be provided with a check stop and a wire rope around the support I-beam and fastened to the hoist.

Pits

- Floor openings such as drain troughs should be guarded with covers.
- Pits should be provided with a curb four-to-six inches high to prevent cars from drifting into the pit.
- Open pits must be provided with a portable railing, rope or standards when not in use.
- Steps into pits must be clean of grease, oil and water. Tools, parts, etc., must not be left on steps.
- Lights in pits should be enclosed in vapor-proof fixtures.
- The floor of the pit must be provided with a drain. Oil-absorbent material should be used to soak up spillage.

Washing Parts

- Solvent used in a shop should be low in toxicity and have high boiling and flash points.
- Standard commercial dip tanks should be used complete with lids that are counterweighted and that have a fusible link connection above the solvent.
- Rubber gloves should be used when working with solvent.
- Carbon tetrachloride or gasoline should NEVER be used in degreasing.

Head Protection

Special protection for the head should be provided and worn wherever there is a hazard from objects falling from above or where there is danger of bumping the head against overhead structures, moving equipment or swinging loads of material.

Causes of Hand Tool Injuries

Four of the chief causes of hand tool injuries deserve particular attention:

Defective Tools—Although a defect can sometimes be created in manufacture, defects occur most frequently because hand tools are not main-

tained in good condition. Mushroomed, cracked or chipped heads; dull cutting edges; and cracked or broken handles are cases in point.

Using the Wrong Tool—Many an injury has resulted from using a wrench for a hammer, prying something with a screwdriver, failing to use a nonsparking tool in an explosive atmosphere and so on. Using the wrong hand tools shows a poor attitude toward safety; accident prevention attitudes must be developed in personnel.

Incorrect Methods of Use—Do workers fail to clamp the work securely and cut close to the vise when hacksawing a piece of pipe? When an electric hand drill is used, do workers neglect to insert the drill bit FULLY into the chuck? Are files cleaned by striking them against something rather than wire-brushing them? Do workers ever tighten nuts by pulling the wrench toward their face, risking a slip of the wrench? Personnel should be urged to avoid all such hazardous practices.

Bad Tool Housekeeping—Do workers neglect to keep carbide-tipped tools carefully segregated from other tools? Are hand tools stored in a pile rather than being hung safely in racks? Are files ever left lying in a moist atmosphere where they can rust? Do workers forget to have electric drills cleaned and checked regularly? Do drill bits go unprotected when not in use? Avoid these and other signs of poor tool housekeeping.

(See Maintenance Checklist for Self-inspection, Appendix 3.)

Chapter 6

Instructional and Special Activities Areas

Installation, Care and Use of Materials and Equipment

The safety order of state, county, city, etc., shall be followed except when county, city or other codes require more stringent compliance.

Teachers responsibility—Teachers shall be familiar with the care, operation of and safety precautions which encompass their specific areas of instruction.

Power machinery—Pupils may not use any appliance, power machine or other power equipment until they have received the teacher's permission and prior instruction and training on that particular machine and have demonstrated their ability to use the machine safely.

Careful judgment must be exercised by the instructor when permitting elementary and junior high school students to use power tools and equipment. That judgment should be based on the maturity and ability of the student, the job to be done and the safety factors involved when using the tool.

Safety tests—It is strongly recommended that safety demonstration tests be given every student before using power machinery.

Safety signs—It is recommended that safety signs be posted in appropriate places throughout all shops and laboratories.

Hand Tools— (See Plant and Employee Chapter 5.)

Shop Waste—Unnecessary accumulation of sawdust, trash, paper etc., presents a fire hazard. Therefore, provisions should be made for the removal of waste each day.

Cleaning Fluids—Only approved cleaning agents should be used. The use of gasoline or carbon tetrachloride for cleaning purposes is strictly forbidden.

Aisle and Floor Marking—It is recommended that aisles and work areas be designated by the use of traffic or similar type tape.

Protective Equipment—Protective equipment should be provided for and worn by persons engaged in activities where injuries to the head, eyes, feet or person are possible.

Authorized Use of Industrial Education Equipment

Sample Policy: The use of industrial education equipment and/or machines is restricted to authorized persons *ONLY*. Authorized persons include

industrial education instructors (full- or part-time) and students enrolled in a bona fide day or evening industrial education program. All other use of industrial education equipment and/or power machinery is unauthorized.

Industrial Education, Home Economics, Cosmetology

Teacher Responsibility

Teachers of these subjects have the responsibility for keeping their rooms as hazard free as possible. Shops should have fire protection equipment and first aid supplies readily available. Adequate supervision is essential to a safe shop program. Therefore, shops shall not be unattended while a class is at work or while machines are in operation.

Shop accidents can be prevented and suits for negligence can be avoided if the teacher:

- Reports to the proper school authority knowledge of hazardous conditions and defects relating to shop, machinery and equipment.
- Regularly inspects machinery, equipment and environmental factors for safety.
- Posts in the shop conspicuous notices of regulations, possible hazards, safeguards and precautions.
- Makes certain that appropriate safety devices and guards are available, operative and used by students.
- Makes sure students know and understand pertinent safe practices relating to the activities in which they are engaged.
- Requires students to wear appropriate personal protective equipment, such as goggles, aprons, helmets and gloves during hazardous activities.
- Considers purchasing household and other appliances that have indicator lights to signal when the equipment is on.
- Adequately instructs and demonstrates the use of power tools or other hazardous equipment before initially permitting such use by a pupil; permits initial use only under direct supervision of the teacher.
- Shuts off power tools if he or she must leave the shop.
- Exercises continuous supervision to see that shop safety practices are observed.
- Makes himself or herself a model and sets the example for pupils to follow by personally demonstrating safety rules and practices.

Accident Reports

Utilize accident report form to report the causes of an accident and as a guideline for corrective action in the school shop safety program.

Instruction

The shop teacher should strive to:

- Develop in each student a sense of responsibility for his or her own safety and the safety of others.
- Acquaint students with both general and specific safety practices to be followed while working in the shop.
- Help students to recognize situations involving hazards and to take the precautions necessary for self-protection and elimination of the hazards.

Methods

- *Demonstrate* safety consciousness by always practicing safe habits.
- *Demonstrate* the proper and safe use of tools and machines which will be used by students.
- *Demonstrate* the proper use of personal protective devices.
- *Provide the student with safety information* concerning the safe use of machines, tools and equipment.
- *Discuss with the students* the importance of proper attitude toward accident prevention.
- *Conduct field trips* to industrial plants and construction jobs or provide audiovisual information in order to study safety practices.
- *Provide for visiting speakers* from business, industry and appropriate government agencies to speak on safety and health practices.
- *Obtain industrial safety manuals and materials* and have them available for students.

Equipment Safety

- Guards and safety devices shall be maintained on machines, tools and facilities to protect the user.
- All hand tools should be kept clean and in safe working order.
- Color coding should be used on machines to emphasize danger zones. (Use current ANSI Color Code Standard as a guide.)
- Students should be permitted to operate any power tool or machine only after they demonstrate the ability to use it properly.

Good Housekeeping Practices

- Provide for the daily removal of all sawdust, shavings, metal cuttings and other waste material.
- Provide properly marked bins for scrap stock.
- Provide brushes and brooms for cleaning.
- Provide for the periodic cleaning of lights, windows and walls.
- Initiate a cleanup program as part of the shop personnel plan.
- Locate machines and equipment so as to provide easy cleaning and maintenance.

Electrical Safety

- Instruct students that all-electrical circuits are "hot" and must be treated as such.
- See that an approved ground is provided for all motors, fuse boxes, switch boxes and other electrical equipment whether stationary or portable.
- See that all switches controlling equipment are easily accessible to the operator.
- See that motors are provided with overload protection.
- Prohibit the use of temporary wiring of any kind in the shop area.

Fire Safety

- See that appropriate fire extinguishers are provided in the area of activity.
- Make sure students have a thorough understanding of fires with emphasis on cause and control and prevention.
- Mark the location of fire fighting equipment with a large, bright red square, arrow or bar high enough to be seen over the entire area.
- Request regular inspection of fire extinguishers at constant intervals.
- Store all flammable liquids in approved safety containers.
- Request provision of a flameproof blanket in appropriate areas.
- Provide for the safe bulk storage of flammable liquids such as gasoline, paint or thinner.
- Instruct students in the safe use of flammable liquids.
- Keep oily rags and waste in metal containers with tightly fitting lids.
- Make a regular check to be sure that exit doors work properly and that aisles and passageways are kept clear.

General Practices

- Prohibit horseplay or practical jokes of any kind in the shop area.
- Command the instant attention of every pupil in the area during emergency situations through the use of a bell, whistle or alarm.
- Require students to read and sign an acknowledgement of safety instruction and a safety pledge.
- Report to the principal or department head any hazardous condition in the area.
- Exercise care in handling large, heavy and long pieces of material.

Safety Practices

Safety instruction should be included as an integral part of all the school experiences, and basic safety operations should be taught as a part of *every* lesson.

- Teacher Responsibility
  1. Utilization and maintenance of adequate natural and artificial lighting.

2. Placement of equipment.
3. Maintenance and use of guards and safety items that are standard parts for equipment and machines.
4. Elimination of all fire hazards.
5. Provision for and the maintenance of proper ventilation and the removal of fumes.
6. Provision of protective equipment of a personal nature and the enforcement of its use.
7. Use of color coding for defining danger areas.
8. Teaching and use of safety practices in all classroom activities.

- Student Responsibility
  1. Dress should be safe and proper. Students should also wear aprons and safety goggles at appropriate times.
  2. Student personnel organization should be involved in the safety management of the shop.
  3. Adjustments on power equipment should be made only when the power is switched off.
  4. All students should be familiar with fire drill regulations and exit routes.
  5. Safety practices should be exercised at all times while working in the shop.

Develop Guidelines and Regulations for:

- Horizontal Band Saw
- Band Saw
- Buffer
- Circular Saw
- Drill Press
- Belt Finishing Machine
- Disc Finishing Machine
- Gas Forge
- Crucible Furnace
- Grinder
- Jointer
- Metal Lathe
- Spinning Lathe
- Wood Lathe
- Horizontal Milling Machine
- Vertical Milling Machine
- Motorized Miter Box
- Planer—Surfacer
- Offset Printing Press
- Radial Arm Saw
- Overarm Router
- Scroll Saw
- Metal Shaper
- Wood Shaper
- Square Shears
- Sheet Metal Machine
- Uniplane
- Arc Welder
- Tig and Mig Welder
- Oxyaceylene Welder
- Bayonet Saw
- Portable Electric Circular Saw
- Portable Electric Drill
- Portable Electric Plane
- Portable Electric Router
- Portable Belt Sander
- Portable Disc Sander
- Portable Electric Finishing Sander
- Portable Air Impact Wrench

Safety Rules for Portable Electric Hand Tools

- Instructor permission must be obtained before using portable electric tools.
- Be sure that the switch is in the "off" position before you plug in the electric cord.
- Eye protection must be worn when operating *all* portable electric tools.
- Be sure that equipment is properly grounded—do not use in wet areas.
- Do not wear loose or baggy clothing that could be caught in revolving parts.
- Before starting, be sure that you have a good footing and that your work area is free of obstacles.
- The electrical cord should be inspected for breaks or exposed wires before using.
- Excessive pressure while operating portable electric tools may damage the tool and cause an accident.
- All work should be properly secured before applying the tool.
- Guards should be inspected before starting, to see that they function properly.
- When portable electric saws are used, care must be taken to avoid cutting through the power supply and extension cords.
- When portable electric saws are used, the student must avoid overreaching when completing a cut. Work should be positioned and secured in a manner that allows the tool operator to "walk through" the cut safely.
- Stock must be positioned and secured in a manner that allows cutting without binding of the saw blade of portable circular and bayonet-type saws.
- Disconnect the cord plug from the power outlet before making any adjustments or replacing a blade or cutter.
- If an extension cord must be used, make sure it is 12-gauge wire or heavier for lengths up to 100 feet and 10 gauge or heavier for lengths up to 150 feet.
- Never run a portable electric tool where there is danger of explosion or fire due to the presence of naphtha, gasoline, benzene or other inflammable substance.
- Keep your fingers away from blades or cutters.

Agriculture Safety

Handling of Soils and Fertilizers

Students enrolled in agriculture or garden classes shall be instructed as to the hazards of infection, skin rash or irritations resulting from soil

organisms and the handling or inhaling of chemicals in fertilizers. Students should be required to wash after using or handling soils or fertilizers.

Use and Storage of Toxic Materials

Poisonous materials, such as insecticides, dusting powders and sprays, shall be stored in locked cabinets. These toxic materials shall be used by students only with the approval of the teacher. No elementary school child shall have access to or use of these materials at any time.

Spraying in the elementary school shall be done by authorized personnel only. Pupils shall not be present during the spraying or allowed in the area for a minimum of two days.

General Rules for Spraying

- Label sprays and dusts plainly and store in locked cabinets away from pets and children.
- Follow manufacturer's directions and warnings when using sprays and dusts.
- Know and have available the antidote indicated on the container for each spray and dust.
- Avoid inhaling and protect eyes by wearing a respirator and goggles when spraying or dusting.
- Avoid skin contact with spray and dust by wearing proper protective covering.
- Wash hands, face and other exposed parts of the body thoroughly after using dusts and sprays.
- Wash fruit and vegetables before eating.
- Substitute nonpoisonous for poisonous sprays whenever possible.

General Garden Safety Rules

- Use well-made garden tools and equipment.
- Use correct tools for job at hand.
- Keep tools clean and free of rust.
- Keep cutting edges sharp.
- Store hand tools in racks when not in use.
- Never throw tools.
- Carry cutting tools with points facing down.

General Rules for Poisonous Plants

- Learn to recognize poisonous plants.
- Avoid bodily contact with poisonous plants.
- Destroy poisonous plants in the garden.
- Avoid bodily contact with smoke from burning poisonous plants.

Poisonous Plants

Below is a list of some of the more common poisonous cultivated plants. Those marked with an asterisk (*) can be fatal if taken in quantities a young child might eat. There is no assurance others listed cannot be fatal or that this list contains all poisonous plants.

Plant	Poisonous Part	Plant	Poisonous Part
Azalea	Leaves	Lupines	Seeds
*Bittersweet	Berry	Milkweed Sprouts (some species)	Entire plant
*Bluebonnets	Seed	Mistletoe	Berries
Buckeye (horse chestnut)	Nut	*Mock Orange	Fruit
*Burning Bush	Leaves	*Monkshood	Root
*Caster-Bean Plant	All parts	*Mountain Laurel	Any part
*Cowbane (Oxypolis Plant)	Root	*Narcissus	Bulb
Cyclamen	Tuber	*Nightshade	Berries
*Daphne (Mezeraum)	Berries	*Oleander	Leaves
*Death Camas	All parts	*Peach Tree (when steamed as tea)	Leaves
Dieffenbachie	Leaves	*Pimpernel	Any part
Delphinium	Leaves	Pinks	Seeds
*Dumb Cane	Any part	Poinsettia	Leaves
Eggplant	Leaves	*Poison Hemlock	All parts
*Elephant Ear	Any part	Pokeweed	Berries
Fall Crocus	Bulbs	*Potato	Seeds, sprouts
*Four o'Clock	Root, seed	Red Elderberry	Scarlet berry
*Foxglove	Leaves	*Rhododendron	Any part
Green pepper	Leaves	*Scotch Broom	Seed
Holly	Red berries	Skimmia (Skimmia Jamonica thumb)	Entire plant
*Iris	Underground stem	*Spanish Bayonet	Root
*Ivy	Leaves	Spider Lily	Bulb
Jequirity Beans (found on souvenir dolls and necklaces)	Bean (black or red or both)	Sweet Peas	Seed and stem
Jerusalem Cherry	Fruit or yellow cherry	Tomato	Leaves
Jimson Weed	Entire plant	*Tulip	Bulb
Labernum	Seeds and pods	*Water Hemlock	Roots
*Lily of the Valley	Any part	*Yellow Jessamine	Nectar and Blossom
		Zinnia	Leaves

Safe Use of Pesticides

- Use only pesticides that are recognized as being reasonably safe for the person using them. Chemicals requiring a respirator and protective clothing are not for the average gardener.
- Read the label, every word of it, before opening a package. Some chemicals are harmful when absorbed through the skin or inhaled through the nose as well as when taken through the mouth. Take care not to get the concentrated pesticide on your skin; if you accidentally spill it, wash it off *immediately*. Measure the recommended amounts exactly; never increase the dosage.
- Don't smoke while spraying or dusting. You can get the chemical in your mouth via the cigarette, cigar, pipe or your contaminated fingers. Wash thoroughly before eating.
- Use a spray nozzle that gives a fine mist. Spray from the underside of the plant up through it, continuously revolving the spray rod. Move along rapidly; never spray to the point of run-off. If you stop to inspect a plant, shut off the sprayer. Never spray the ground on general principles; treat the soil only as necessary for a particular pest. Don't use sticker-spreaders unless specifically recommended by the manufacturer of the pesticides; some of these decrease effectiveness by increasing run-off, and others increase spray injury.
- Learn enough about the pests you need to control to be able to time sprays for maximum effectiveness and minimum damage. A single annual spraying, properly timed, may control lace bug on rhododendron or leaf minor on boxwood, but it may take 20 to 30 applications to control all rose pests. Don't spray fruit trees while bees are pollinating blossoms.
- Keep poison sprays away from food plants. Don't spray roses next to tomatoes. Don't plant food crops near ornamentals that need spraying with poisonous materials.
- Cover fish pools with canvas before spraying nearby. The safest chemicals for mammals are often the most toxic to fish.
- Leave some part of the garden unsprayed, as a haven for beneficial insects.
- Keep children and pets away while spraying. Dispose of leftover spray solution safely and immediately. Never leave a container of it standing, and never pour it onto an impervious surface where it can form a puddle; in either case it would invite investigation by pets and birds. Dispose of containers with utmost care.
- Store all insecticides, fungicides and herbicides in a place that is inaccessible to children and to people unfamiliar with the characteristics of these materials.

Note: The use of pesticides must be in compliance with appropriate county, state and national standards.

General Health and Safety Procedures for Art Classes

The art classroom often includes materials and processes that are used in industry or professional studios which may be potentially hazardous to health and safety. Art teachers and students should inquire about the hazards of art materials and follow safe procedures for their use. Exposure to toxic substances may be through inhalation, ingestion or absorption through the skin. Exposure to safety hazards may result from improper procedures or poorly maintained equipment and facilities. Constant awareness of potential or immediate hazards and the inclusion of related health and/or safety information with each lesson will remove dangers from the classroom and provide students with sound work habits for the future.

The following safety procedures and the information found in other sections of this handbook apply to all art classrooms:

- Develop an awareness of the classroom environment and make adjustments to correct improper lighting, temperature and ventilation in the room. Develop an awareness of other potential health and safety hazards. Maintain easy access to a fire extinguisher and, if necessary, a fire blanket.
- Submit a memorandum to the school principal about any malfunctioning equipment or hazardous working condition.
- Maintain a clean and orderly classroom and storage area. Wet floors are potentially hazardous. Clean up spills immediately. Dust accumulation in ceramic areas must be avoided. Use a wet mop or vacuum regularly. Wash tabletops frequently. *Do not* sweep or brush clay, glaze or plaster dust.
- Include health and/or safety information in all instruction that relates to potentially hazardous tools, materials or procedures, such as scissors, pens, knives, carving chisels, etc.
- Post safety and health precautions in appropriate work areas.
- Remove asbestos-containing materials, lead-based glazes and benzene from the classroom.
- Do all spraying outside or with a functioning exhaust system.
- Wear an approved respirator and work in a well-ventilated area when mixing glazes, clays, dyes, photo chemicals (powder) and plaster. Mix clays and plaster outdoors, if possible.
- Store respirators and goggles in a clean airtight container, plastic bag or cabinet. Clean the skin contact surfaces of these devices with soap and water after each use. See OSHA Standard 1910.
- Use permanent felt tip markers only in well-ventilated rooms.
- Store flammable liquids in a fire-rated cabinet. Do not pour flammables down a sink drain. Dispense flammables from a fire-rated container. Dispose of flammable waste rages in a self-closing metal waste container.

- Store acids and hazardous solvents on a lower shelf in a corner of the stockroom. Keep containers of acid and solvent covered when not pouring. Acids and solvents *must not* be stored together. (NFPA)
- Label all storage containers clearly with permanent markers. Restrict open flame operations to an open-flame room or booth. Keep all flammable materials and liquids away from a kiln or open flame.
- Wear appropriate gloves or use other protective means to avoid contact with such materials as acids (photographic, etching), solvents, asphaltum, ammonium dichromate, heated metals and ceramics, paint removers, epoxy and solvent-based glues.
- Wear appropriate goggles and other protective clothing during such operations as grinding, buffing, using an electric saw, carving stone, pouring acids or melting metals. Keep edged tools sharpened.
- Wear work clothing in the studio and launder it frequently.
- Restrict the use of potentially hazardous solvents and solvent-based inks and paints.
- Caution students who wear contact lenses to avoid fumes and dust concentrations.
- Do not eat or drink in an art room, ceramic studio or darkroom.
- Operate power tools in compliance with accepted safety rules.

Toxic Materials

Any materials or solvents labeled toxic or hazardous to your health must be used with extreme caution. Develop guidelines for use of toxic materials and a list of materials not to be used.

Paper Cutters

Paper cutters are standard equipment in art rooms. Hazards associated with their use can be eliminated by following these procedures.

- Install the paper cutter near a corner of the room or against a cabinet, away from work and circulation areas.
- Restrict the use of the paper cutter to responsible adults or secondary students. *Never permit elementary students to use the paper cutter.*
- Remind responsible adults to exercise caution when using the paper cutter. They must concentrate upon the cutting task and check that fingers and clothing are out of the way of the cutting edge.
- If the elementary school art room is used for afterschool activities, secure the arm of the paper cutter with wire, rope or a lock.

Crayon and Wax Melting Procedures

The following precautions must be taken:

- A double boiler type of container shall be used so that maximum temperature of paraffin is limited to the boiling point of water.

- A thermometer must be used to constantly monitor paraffin temperature in addition to the use of a U.S.-*approved* temperature-controlled hotplate or electric skillet. (Overheating releases toxic fumes.)
- Makeshift containers must not be used in the melting process. Never use an open flame to melt waxes or paraffin.
- Any off-bid heating device must be approved by the staff to assure safety.
- Heating devices must be located on a noncombustible surface.
- Paraffin must be clean and care must be taken to prevent any impurities or water in the melt. Do not use chlorinated synthetic waxes. Do not use carbon tetrachloride as a wax solvent.
- Combustibles must be kept a minimum of two feet away from heating devices.
- Only teaching staff may pour or move hot paraffin, and the heating process must be under constant supervision of the teacher.
- Adequate classroom ventilation must be maintained during the entire process. Wax melting should be done during the spring, summer or fall season when windows can be opened to improve ventilation. (Contact local fire authority for advice.)

Proper Use of Ceramic Kilns

- Kilns are to be fired only when a teacher is on duty or when a responsible adult can monitor the firing.
- Preheating the kiln the previous day may be necessary to reach a desired temperature. *Do not fire kilns overnight.*
- Protect the eyes with #2 or #3 tinted welders lens when observing kiln heat.
- Operate kiln sitters according to the directions provided by the manufacturer.
- Use premixed glazes only when they are labeled nontoxic or safe for use on eating utensils.
- Check the cord and plug connections regularly to ensure they are in safe operating condition.
- Operate available exhaust fans during firing periods.
- Unvented elementary school kilns should be located on a window wall, away from the work and circulation areas of the art room. Extension cords must not be used.
- Elementary kilns should be fired during periods of warm weather when windows can be opened for improved ventilation. (Seek professional help regarding appropriate ventilation)

For Ceramics, soldering and plastic forming, each school district should develop its own guidelines.

Photography

- Read labels on chemical containers to determine precautions for handling.
- Avoid direct contact with chemicals; avoid splashing and clean up spills.
- Wear clean rubber gloves when mixing chemicals and avoid dust inhalation. In case of skin contact, wash thoroughly and apply an antibacterial detergent skin cleanser. If fluid gets into the eyes, flush eyes with clear water for 15 minutes and seek medical attention.
- Develop guidelines for disposing of photo chemicals.
- Develop a list of dangerous photographic compounds.

Many photographic compounds are highly corrosive to the skin. A complete listing and suggested precautions are available in *Overexposure: Health Hazards in Photography* by Susan Shaw, 1983.

An analysis of potentially hazardous artists' materials is available in *Artist Beware: The Hazards and Precautions of Working with Art and Craft Materials* by Michael McCann, Watson-Guptill Publishing, 1979.

Sample Audiovisual Equipment Rules

Principal's Responsibility

Each school principal and media specialist will be responsible for proper care of all audiovisual equipment.

At the discretion of the school principal, pupils may assist in the operation of tape recorders, record players, projectors, etc., being careful to follow normal safety procedures. Proper training of each pupil must be undertaken by qualified faculty members who will supervise all activities in which audiovisual equipment is being used.

Limitations

Students shall not be asked to operate any piece of audiovisual equipment unless they have been thoroughly checked out by a qualified operator of that particular piece of equipment.

Inspection

All audiovisual equipment should be inspected periodically by qualified members of the faculty and/or maintenance division. Equipment found to be faulty shall be "red tagged" and put out of service until repaired.

Repairs

Under no circumstances shall any pupil be asked to repair audiovisual equipment. All repairs shall be requested in writing through the principal to the appropriate office.

Operational Direction

To avoid errors and eliminate needless damage to equipment, all operational directions should be followed.

Technical Questions

All questions of a technical nature should be directed to the Department of _____ .

Home Economics

- Use a pilot light for lighting a gas range, if possible; otherwise use safety matches.
- When a gas burner is lighted, put the lighted match on the burner; then turn on the gas.
- Do not place paper or flammable materials on or too near a stove.
- Turn off electric stoves before cleaning. (It is preferable to disconnect.)
- When cooking on the range, turn pan handles to the back or side of the range to prevent spilling.
- Disconnect appliances by pulling out plug, not by jerking cord.
- In deep frying, fill kettle no more than half full so that it will not bubble over when food is added.
- If fat or grease catches fire, cover kettle with lid until fire is smothered.
- Always cut away from the body.
- Always use pot holders for handling large, heavy pots.
- Buy only electrical equipment approved by Underwriter's Laboratories and guaranteed by the manufacturer.
- Do not operate or connect electrical equipment when hands are wet or when you are standing on a wet floor.
- If smell of gas is evident, call a repairman at once. Extinguish all open flames immediately.
- Keep all emergency phone numbers (fire, police and doctor) handy.
- Use only nonslip wax on floors.
- Never walk away from an electric stove without turning it off.
- Mark poisons plainly and store in locked cabinet.
- Keep a sturdy stool or stepladder handy for reaching top shelves. Flush leftover portions of prescription drugs down the toilet.
- Avoid placing metal spoons or forks in the sink disposal.
- Use a rubber mat in the bathtub.
- Do not store oils, paints or other materials which can cause fire in closets.
- Wrap dust from vacuum cleaners and carpet sweepers in paper and put in outside trash cans. If thrown into a fire, dust can explode.
- Use a single-edge razor blade in sewing.

- Provide a flameproof ironing board cover.
- If it is necessary to fill a steam iron while it is hot, be sure to disconnect it first.
- Always use a pincushion; do not put pins or needles in the mouth.
- To avoid cracking or breaking, do not put cold water into a hot glass or enamel utensil.
- Leave pressure cooker closed until pressure has fallen.
- Be sure that all stairs have handrails.
- Keep stairs clear of toys, cleaning equipment and all other items.
- Hang heavy mirrors or pictures with strong picture hooks. Do not rely on a single wire or cord to hold them.

Safety in Music Class

- Instruments should be checked frequently to identify protruding parts such as loose metal or protruding nails.
- Children are prohibited from pushing pianos.
- All wind instruments should be cleaned frequently. Children should not blow another child's instrument.
- Metal stripping on instrumental storage shelves should be kept intact.
- Large instruments should be securely stored and placed as low to the ground as possible.
- During instrumental classes, cases should be stored out of the path of other students by placing under a chair when small enough or by closing and placing on a shelf.
- Fields should be checked for hazards (holes, glass, protruding objects) before marching band practices.
- Intense heat or cold should be a determining factor in scheduling outdoor marching band practices.
- Choral risers should be checked thoroughly before being used.
- Seated risers should have a rail and step blocks for safe use.
- Unsafe conditions should be reported immediately to the principal, and the riser shall be placed off limits until it is satisfactorily repaired.
- Robes and gowns should be short enough to eliminate any possiblity tripping.
- The use of lighted candles in musical activities is prohibited.

Safety in Physical Education

Safety must play an integral part in physical education instruction. There are certain controls that will aid in eliminating or minimizing accidents.

Make teachers aware of established rules, regulations and procedures contained in the Physical Education courses of study.

Policies should be formulated to cover variations in physical layout.

Rules and Regulations—All rules and regulations pertaining to the use of facilities and equipment should be brought to the attention of the staff.

Periodic Inspection—All physical education facilities, equipment and grounds should be checked periodically to eliminate hidden hazards or unsafe conditions.

Installation and Maintenance of Physical Education Facilities

- There shall be continuous evaluation and research on the safety aspects of facilities, equipment and supplies.
- Only approved equipment shall be installed on playgrounds or gymnasiums.
- The school administration shall confer with the physical education supervisor regarding the location of physical education equipment and apparatus before installation.
- All relocation of equipment must be approved by the school administration, supervisor of physical education and director of the division of maintenance.
- All physical education equipment shall be installed according to the standard specification for that equipment or grade level.
- Playing surfaces should be free of obstructions, uneven surfaces and slick spots and should be level ground when possible.
- Equipment found to be faulty should be labeled with a red tag and immediately withdrawn from use.

Safety Instruction in Physical Education

Adequate instruction relative to the many facets of physical education activities will eliminate many needless accidents. Instruction should be provided in proper skills and attitudes while in the locker room, gym, shower room, etc. Definite procedures should be set up to cover before-class activities and supervision of those arriving early. Activities should be organized so that skills will be progressive. Care should be taken not to place students in activities or situations for which they are not structurally or functionally prepared. Certain activities require large and more secluded areas for safe execution; these areas include archery, golf, etc.

Apparatus, Stunts and Tumbling

- Instruct students in:
  1. The safe use of equipment.
  2. The dangers inherent in each stunt.
  3. The proper mechanics of each stunt.
- Condition the student in advance of each apparatus stunt.
- Present a good demonstration either by teacher or capable student.

- Provide sequential instruction allowing for mastery of fundamentals before attempting more complex moves.
- Make sure that students have a clear understanding of what they are attempting.
- Remember that the proper uniform is an important aspect of safe, pleasurable gymnastics.
  1. Remove all jewelry, bracelets, pencils, pens, etc.
  2. Use sneakers or gymnastic shoes.
- Insist upon proper warm-up period before any stunt is attempted.
- Magnesium carbonate should be available and used.

Showers

- Shower rooms shall be used under strict supervision of a teacher.
- Running or playing in the shower room is prohibited.
- Standing on locker room benches is prohibited.
- Snapping of towels at other students is prohibited.
- Use of the master shower control is the responsibility of the teacher. Students shall not be assigned this responsibility.
- Swinging or chinning from bars or pipes in the locker room is prohibited.
- Benches should be inspected frequently for splinters, protruding nails, sharp corners, etc.

Suggested Safety Guidelines for Indoor Track Practice

- Teams will not use corridors as practice areas until ____ minutes after the end of the school day.
- Teams will practice outside when weather permits.
- Signs will be posted stating when and where teams will be practicing.
- Monitors should be stationed at all corners and intersections to warn persons who may be in the halls while students are running.
- Announcements will be made over the public address system making faculty and students aware that practice has begun.
- Teams that have safe areas may practice earlier than the ____ minute limit.

Sample Lunchtime Procedures

The following guide has been devised to assist elementary schools in establishing sound practices for the supervision of children during the noon hour. Furthermore, there are guidelines and standards for safe and acceptable activities, established both indoor and outdoor, which will serve to make the noontime play period a learning experience for children. Playground aides and teachers are expected to be thoroughly familiar with these rules.

Division of Playground

The playground might be divided into areas of activity, with aides and teachers making certain every child knows the activity permitted in each area.

Acceptable Outdoor Activities

- Rings, tetherball, volleyball, basketball, hopscotch and jump rope are acceptable activities on the blacktop area. Haphazard running, chasing and tag games on the blacktop are *not* permitted.
- Grassed area is to be used for activities that have been taught by the physical education teacher for the grade level using the area.
- Baseball and football games are *not* permitted at any time. Skill work in both of these sports is encouraged in the fifth and sixth grades.
- Consult the *Physical Education Course of Study* for detailed list of acceptable outdoor activities.
- It is the responsibility of the teachers to instruct their students concerning standards for safety and behavior as well as which activities are permitted on the playground and the designated areas for these activities and to supply the necessary equipment.
- It is the responsibility of the aide to see that common sense standards of safety and behavior are being observed, to correct youngsters in a proper manner when deviations from these standards occur and to maintain all playground rules.
- Children are *not* to play with neighborhood pets; to throw or kick dirt, stones, sticks and debris on the playground or into neighbors' yards; to attract and/or disturb children and pets in neighboring yards; to bounce objects on school walls; to wrestle on the ground; to climb trees; to hit one another even playfully; and to tease other students.
- Sharp objects which could cause injury, such as metal cans, broken glass and stones, should be removed to trash cans by teacher or aide on duty, or if the quantity of such objects is large, he/she should notify the custodian and keep students away from the area until it is safe for play. Do *not* ask a student to pick up the sharp object and put it in trash container. Any item on or near playground which would cause injury, such as a hole in the ground, bees' nest in a tree and dead or broken branches, should be reported to the office. Such areas are "off limits" until they are made safe.

Acceptable Indoor Activities

- When rain, snow or bitter cold dictate that students should remain indoors during their lunch-time play period, it will be the responsibility of teachers to instruct their classes as to which activities are permitted within the room and to make available those games, puzzles and other equipment which can be used.

- Consult *Physical Education Course of Study* for detailed list of acceptable indoor activities.
- It is the responsibility of the aide/teacher to maintain order, to encourage proper standards of safety and behavior, to correct youngsters in a constructive manner when there is a violation of rules and to caution children if it appears that emotions and excitement are mounting to a point where incorrect actions may soon result.
- Youngsters who are chronic violators of rules and those who commit serious offenses should be sent to the office. It is the duty of an aide, when checking out, to verify that a student sent to the office did, indeed, report.
- Injuries and illness in the classroom should be treated the same as those which might occur on the playground.

Policy Concerning Children Who Stay In During Outdoor Play Period

If for reasons of health, discipline or completing assigned schoolwork a student remains in the classroom during the outdoor play period, he or she is the responsibility of _____ .

Specification of "Off-Limit" Areas

Teachers should provide students the opportunity to use rest rooms and water fountains before they go to the playground. Some emergencies will arise and aides are requested to exercise good judgment. No student should enter building during play period without the knowledge and consent of person on duty.

- Children are not to play near windows of classrooms.
- Children are not to leave school property.

Rules for Safe Use of Permanent Equipment

- Do not use when wet.
- Form a single file line, awaiting your turn to use all equipment.
- Opposed thumb grip should be used on all climbing and swinging structures.
- Do not sit in monkey rings, but rather swing from one to the other until you have reached the end.
- A youngster may not begin to swing on rings and bars until the child ahead of him/her has finished.
- Concerning the jungle gym, no more than ____ students on the large or ____ on the small jungle gym are permitted at any time. Caution should be exercised to avoid stepping on hands. Pushing and crowding will not be tolerated.

Responsibilities of Playground Aides/Teachers and Use of Discipline

- Since the primary responsibility of the aide is the supervision of *all* youngsters on the playground, he or she shall *not* participate in or umpire any games or activities.
- If playground rules are being broken, aides/teachers are expected to speak to the child in question in a constructive manner and tone. Example: "John, please do not run on the blacktop. You may run into someone or you may fall and skin your knee. Play tag on the grass area."
- If youngsters *consistently* violate the rules of the playground despite reminders (insubordination), refer them to the office.
- If the first offense of child is serious (example: breaking a window, fighting, using profane language), refer child to the office. The administration and/or teacher will determine discipline.
- *Never* tell a youngster to sit in the classroom the remainder of the period.

Injuries, Illnesses and F.

- In case of injury to one ... pride, be sympathetic and understanding.
- In case of injury (e.g., splinter, cut, skinned limbs, bump on head), send student to office immediately in the company of a fellow student who is considered responsible. *Each school should develop its own emergency procedures.*
- In case of serious injury, notify the front office *immediately* by an expedient method at your disposal (interrupt a teacher's class if need be so the teacher can help). *Beware of moving the child.* Keep area clear of other youngsters. Momentarily, at least, the welfare of this child becomes your sole responsibility. (See First Aid Procedures.)
- If a child becomes ill, he or she should be sent to the office in the company of a responsible student.
- First aid should, whenever possible, be administered in the health room by the office staff.
- Should an aide ever leave the playground area while on duty? If in your judgment, the safety, welfare or survival of a student is dependent upon such action, do not hesitate.

Procedure for Termination of Play Period

- When bell rings, children should line up on designated area space.
- When a line is orderly, you may dismiss children to enter the building.
- Students are to go in the building quietly at all times in an orderly manner and single file.

Making Existing Playgrounds Safer

The lunch hour aide should:

- Have a thorough knowledge of all rules. These should be obtained from the school's physical education teacher.
- Know what games may be played in each predetermined area.
- Know of the school's accident-reporting procedures.
- Know the school's discipline policy.
- Have a basic understanding of first aid procedures.
- Be consistent in dealing with problems that arise. Deal with problems constructively.
- Be constantly moving from area to area while keeping the total playground in view and not get involved in games.
- Be alert to potential problem situations, such as:
  1. Organized team games that result in arguments on rule interpretation.
  2. Individual games, like 4 square and tetherball, which require taking turns.
- Discourage dangerous situations, such as:
  1. Tag on the blacktop or confined areas where large numbers of students may be located.
  2. Team games such as basketball taking place in the center of individual play areas.
  3. Students running through other games.
  4. Chase games on or near climbing equipment.
  5. Inadequate field conditions for the activity.
  6. A students trying a task that is too difficult for his/her age or size.
  7. Overcrowding of certain areas/equipment.
  8. Games with materials (balls, ropes, hoops, etc.) near climbing equipment.
- Check the playground for hazardous situations, such as:
  1. Poor condition of equipment.
  2. Poor condition of surface under equipment.
- Never send a student to the classroom for the remainder of the period.
- Never leave the playground area while on duty unless in his or her judgment the safety, welfare or survival of a student is dependent upon such action.

The physical education teacher should:

- Routinely check the condition of outside equipment, surface under equipment and fields, making recommendations for repair when necessary.
- Help establish a standard set of rules for everyone for all games to be played at lunch/recess. These rules should be made available to the aide, teachers and administrators.

- Review safety procedures and "game courtesy" with all students in early fall and again in early spring.
- Make suggestions for activities to be used during lunch/recess and how to best use field space.
- Help in ordering appropriate equipment and supplies for the lunch/recess period.

The principal should:

- Assign an appropriate number of aides/teachers (defined as anyone assigned to playground duty) to playground duty as facilities and numbers dictate. Supervision should be continuous. One adult should be dismissing one group while the second adult should be supervising those just arriving.
- Schedule the lunch/recess so similar grade levels stay together (i.e., K–2, 3–4, 5–6).
- Define boundaries for ease of supervision while maximizing play area.
- Ensure that a discipline policy and consequences are established and that students and teachers are informed of it.
- Establish and enforce the discipline procedure to be followed.
- Require a periodic check of all equipment and field space by the physical education teacher.
- Require the grounds to be checked daily for broken glass and other dangerous debris (gravel on blacktop).

Trampolines

Each district should develop guidelines for the use of trampolines.

Administrative Responsibility for Science Classes

The Science Chairman

- Conducts meetings at the beginning of each semester to acquaint all science teachers with the hazards in science instruction.
- Notifies the principal in writing whenever emergencies arise or hazards exist such as: defective gas or electric fixtures, broken or defective seats, inadequate storage cabinets or lack of fire extinguishers.
- Sees that each science laboratory is equipped with a first aid kit.
- Makes sure that combustible, poisonous and otherwise dangerous materials are kept securely locked in safe cabinets.
- Sees that cabinets containing dangerous chemicals are plainly labeled with adequate warnings.
- Inspects chemical cabinets periodically and keeps records of these inspections.
- Makes certain protective eyeware is available in all necessary locations as specified by law.

Storage

The proper storage of chemicals is basic to a safe, efficient laboratory operation. Minimum amounts of chemicals should be stored. The amount to be stored should not exceed one unit more than the normal year's supply.

General Rules

- Store all chemicals so that their labels are displayed. (Date chemicals as they are received in the laboratory.)
- Keep poisons in bottles marked with skull and crossbones and the word POISON. Store them apart from other reagents.
- Unless materials found in unlabeled bottles can be positively identified, contact science supervisor for advice.
- When storing chemicals on shelves, provide ample space between bottles so that they can be grasped firmly.
- Place heavy materials as near the floor as possible and brace them well. It is a good idea to place a ceramic or plastic pad between sulfuric acid and a wooden shelf.
- Use appropriate safety containers for flammable and explosive materials.

Liquids

- Large bottles of concentrated acids and alkalies should be kept on the floor and should be protected from accidental breakage. If an acid room is provided, only the amount of acid for current use need be kept in the laboratory.
- Flammable liquids should be stored in original shipping containers while inside the laboratory or stockroom unless in approved safety cans, approved flammable liquid storage cabinet or flammable liquid dispensing room.
- Flammable liquids shall not be placed in glass containers exceeding 16-ounce capacity. This is not intended to apply to original shipping containers.
- Flammable liquid containers shall be tightly closed at the end of each use and checked at the end of each laboratory period.
- Flammable and volatile liquids should not be placed or stored near heating pipes or electric fixtures.
- Flammable and volatile liquids must not be left in direct sunlight. (A liquid may act as a lens in focusing the rays of sunlight and thus start a fire.)
- Do not store chemicals which react with each other close together.

Classification of Flammable and Combustible Liquids

Combustible Liquid shall mean a liquid having a flash point at or above 100°F (37.8°C).

Combustible Liquids shall be subdivided as follows:

- Class II liquids shall include those having flash points at or above 100°F (37.8°C) and below 140°F (60°C).
- Class III-A liquids shall include those having flash points at or above 140°F (60°C) and below 200°F (93.4°C).
- Class III-B liquids shall include those having flash points at or above 200°F (93.4°C).

Flammable Liquid shall mean a liquid having a flash point below 100°F (37.8°C) and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100°F and shall be known as a Class I liquid.

Class I liquids shall be subdivided as follows:

- Class I-A shall include those having flash points below 73°F (22.8°C) and having a boiling point below 100°F (37.8°C).
- Class I-B shall include those having flash points below 73°F (22.8°C) and having a boiling point at or above 100°F (37.8°C).
- Class I-C shall include those having flash points at or above 73°F (22.8°C) and below 100°F (37.8°C).

Handling of Glassware

One of the most frequent causes of accidents is the improper handling of glassware. A jagged edge can be razor sharp, and severed tendons are not uncommon. The following rules are intended to reduce that high frequency.

Cutting

To cut glass tubing, lay it flat on a table. Draw the file once across the tubing at the point it is to be cut. Use toweling between hands and glass while breaking the tubing. Protective eyewear is required.

Fire-polishing

The ends of glass tubing are sharp and should not be used without fire-polishing. To smooth the ends, rotate the tube in the edge of the flame until the end becomes yellow or orange. If this is done correctly, the bore of the tubing will not be changed.

Note: Do not handle glass that has been heated until you have allowed time for cooling. You cannot tell glass is hot by looking at it. *Hot glass gives a most painful burn. Use good judgment.*

Inserting Glass Tubing into Rubber Stopper or Tubing

- Never attempt to insert tubing having a jagged end into a stopper. Always fire-polish. The ends can be smoothed with a file or emory cloth but fire-polishing should be the first thought.
- Use water, soap or some lubricant and put tube into stopper as if you were screwing it in.
- Wrap a cloth around the hand or the tubing at the point of contact with the hand. This will prevent injury if the tube should break or slip. Wear protective eyewear.
- Hold glass tubing as close as possible to the part where it enters the stopper or tube and "feed" the tubing slowly.

Thistle Tubes

Extra care should be used in inserting a thistle tube in a stopper. NEVER hold the tube by the bowl but put the hand close to the stopper and use a screwing motion. Be sure to wet the tube first. Use a cloth for protection of the hand.

Glass Wool

Glass wool and steel wool should be handled carefully to avoid getting splinters in the skin. Gloves might be kept for this purpose. Cut the wool; do not attempt to "pull" it loose.

Soft Glass Test Tubes

Soft glass requires special care. Test tubes will break readily if they are not thoroughly dry on the outside or if the flame is directed too long at one spot.

Bending Glass

When bending glass, be sure to use caution in handling the hot glass.

Heating Glass (Wear protective eyewear.)

- Glass apparatus should be heated with an asbestos gauze between the glass and the fire.
- Hard glass test tubes may be heated directly. In heating liquids in a test tube, heat from the upper portions of the tube downward and do not allow the heat to concentrate too long on any one spot.
- Do not look down into the tubes while heating. Do not point the mouth of the tube in the direction of any other person.

If thermometers are lubricated with a silicone stopcock grease before they are inserted in rubber stoppers, they may be withdrawn safely after they have been used. Place toweling between thermometer and hand.

Rubber stoppers to which glass tubing has become stuck should be discarded in the broken glass container. Their value is not great enough to justify the cutting hazards associated with the removal of the glass.

The edges of glass squares may be smoothed with wire gauze. Use the gauze as you would a piece of sandpaper, brushing each edge of the glass with four or five strokes. Hard glass is difficult to fire-polish.

Sample Regulation for Remaining in the Classroom

The teacher in charge shall not leave any shop or laboratory while class is in session. If the teacher is requested by a superior to leave the room, this responsibility is placed with the person issuing the request; but the teacher shall make this condition clear to the superior in case he/she is not aware of the danger. If it should be necessary for the teacher to leave the room, another teacher or paid employee of the Board of Education (not a student) shall be placed in charge. Each district should develop a full regulation.

Safety Recommendations

Work Habits

- Never work alone in a science laboratory or storage area.
- Never eat, drink, smoke, chew gum or tobacco in a science laboratory or storage area. Do not store food or beverages in the laboratory environment.
- Never pipette by mouth.
- Wash hands before and after work in a science laboratory, and after spill cleanups.
- Restrain loose clothing (e.g. sleeves, full cut blouses, neckties etc.), long hair and dangling jewelry.
- Never leave heat sources unattended (e.g. gas burners, hot plates, heating mantles, sand baths, etc.).
- Do not store reagents and/or apparatus on lab bench, and keep shelves organized.
- Never place reactive chemicals (in bottles, beakers, flasks, wash bottles, etc.) near the edges of a lab bench.
- Use a fume hood when working with volatile substances.
- Never lean into the fume hood.
- Do not use the fume hood as a storage area.
- Obtain and read the Material Data Sheets (MSDS) for each chemical beginning any experiment.
- Analyze new lab procedures in advance to pinpoint hazardous areas.
- Analyze accidents to prevent repeat performances.
- Protection should be provided for not only the lab worker but also the lab partner working nearby.
- Do not mix chemicals in the sink drain.
- Always inform co-workers of plans to carry out hazardous work.
- Record who worked with what, when and how long in order to allow meaningful retrospective contamination studies.

- Conduct regular in-house safety and health inspections with an emphasis on improvement rather than guilt.
- Inform lab occupants about the alarm bell and what to do if it sounds.
- Carry out regular fire or emergencies with critical reviews of the results.
- Having actions pre-planned in case of an emergency (e.g. what devices should be turned off, which escape route to use, a personnel meeting place outside the building, a person designated to authorize re-entry into the building).
- Lab personnel should have recent training in CPR etc.

Safety Wear

- ANSI (or equivalent standard) approved eye or face protection should be worn continuously.
- Gloves should be worn which will resist penetration by the chemical being handled and which have been checked for pin holes, tears or rips.
- Wear a laboratory coat or apron to protect skin and clothing from chemicals.
- Footwear should cover feet completely; no open-toe shoes.

Facilities and Equipment

- Have separate containers for trash and broken glass.
- Never block any escape routes, and plan alternate escape routes.
- Never block a fire door open.
- Never store materials in lab or storage area aisles.
- All moving belts and pulleys should have safety guards.
- Instruct lab personnel in the proper use of the eye-wash fountain, emphasizing rolling of the eyeballs, and turning eyelids "inside out."

Sample Restrictions on Science Fairs

Pupils shall not plan or prepare exhibits using the following materials as they will not be accepted.

- Acetylene, illuminating gas or other explosive gases or chemicals
- Cyanide solution
- Acids or other corrosive materials
- Highly flammable materials
- Dangerous biological cultures and carcinogenic agents
- Hypodermic needles
- Poisonous animals or plants
- Open flames
- Open or unsealed biological cultures

All electrical equipment and exhibits must conform in every detail to the appropriate standard electrical code. (Consult current year's rules of the International Science and Engineering Fair.)

Sample Stagecraft Construction Rules

- All students shall receive instruction on safe building methods and the proper use of tools, machines and equipment
- Construction which must support people, such as stairs, ramps, etc., shall be rigidly constructed of sound material.
- Platforms, runways or ramps more than four feet above ground or working area shall have guardrails on all open sides.
- Rigid anchoring and bracing shall be used on all scenery, flats and stage props.
- The use of glass in set construction shall be avoided.
- All rigging shall be accomplished by using approved techniques. Ropes and cables shall be regularly inspected for wear. Worn or frayed riggings which present a hazard shall be reported to the school administration.
- Alternations or changes in flats, scenery or props shall be made under the direct supervision of the teacher.
- Adequate aisles shall be maintained backstage, and exits shall not be blocked.
- Student use of stepladders should be supervised.
- All projected use of electric wiring or equipment in connection with school entertainment shall be subject to approval by the maintenance division and shall comply with applicable fire and safety laws, codes and regulations.
- Permanent wiring shall be installed only by authorized personnel. Pupils shall not be allowed to do any permanent installation or repairing at any time.
- All electrical machines shall be properly grounded.
- All work lights shall be covered with shields or wire cages. All overhead lighting shall be securely fastened with safety chains and/or approved clamps.
- All cables or electrical cords shall be placed in a nonhazardous position or place. When not in use, they shall be coiled or racked.
- Heavy gloves shall be worn when changing lamps.
- All glass roundels which are held overhead shall be wired or impregnated or shall have a wire basket under them.
- Only authorized teachers or pupils shall be permitted to operate the switchboard.
- Fuses shall be changed only by authorized adult personnel.
- No stage plugs or receptacles shall be used unless of an approved type, correct size and approved rating.
- All hazards involving circuits, fusing, electrical cords or cable trouble shall be immediately reported to the building administration.
- Stairway and passageway lights from the stage shall be lighted when an area is in use.
- Covered trash cans shall be available for waste material.

- The space on a stage, immediately back of a proscenium opening, shall not be used for storing or handling any material or equipment except scenery and other equipment required for the immediate operations on the stage. Access to standpipes and hose, fire extinguishers, and the lowering rope or other controlling devices of an asbestos fire curtain shall be kept free and unobstructed. Any space under a stage not of a fireproof construction or not having wood construction covered with plaster, metal, plaster and metal, or some substance offering equivalent protection, shall not be used for the storage of stage property, equipment or any combustible materials except that in auditoriums with fixed seats, such space may be used for the storage of seats. No trash or rubbish shall be allowed under the stage.
- Every required ventilator over stages of public assembly buildings shall be opened and closed at least once in each three-month period.
- In theaters, playhouses or schools using movable or shifting scenery, during every public performance, there shall be stationed a capable employee, or other person, whose selection shall be approved by the fire marshal, competent to render due assistance in case of fire or alarm of fire in and about such place of assembly. It shall be his/her duty to have all means of fire alarm and extinguishment ready for use at all times during such performance, and no other duties shall be assigned to him/her for the time the performance is in progress. Inspection shall be made of the seating and other public spaces in all places of public assembly after each performance for presence of lighted cigarettes or other sources of fire.
- The local fire department within whose area a performance is to be staged using movable scenery shall be notified at least ten days in advance of the first performance, and the fire marshal's approval shall be received before the performance is begun. (Check local fire code for additional information.) Each district should also develop a school drama safety handbook.

Rifle Club Activities and Control of Rifle Ranges

School and community groups desiring to use a range shall obtain permission by the following procedure:

1. Obtain permission from the school administration to use the range by submitting completed application and agreement for use of school facilities.
2. Applications for the use of the rifle range must be accompanied by written verification that the group adviser has successfully completed requirements set forth in _____. After permission has been granted by the administration, a copy of the approved application to use the range must be submitted to the appropriate division

by the principal of the school where the range is located. In addition, each district should develop guidelines. Check with the National Rifle Association and National Safety Council data sheets. The guidelines should include control of ranges, storage of firearms, general regulations, instructor qualifications (Check with NRA), target area, control of students' firing on the ranges and firing line procedures.

(NOTE: *Rules should be in compliance with local and state codes.*)

Goggles

Each district should develop guidelines for the use of protective eye devices. (See state law.)

Sample Skateboard Rules

The use of skateboards on school property during school hours is prohibited. Students are to be discouraged from riding skateboards to and from school. Students who do ride skateboards to school must dismount prior to coming onto school property.

Chapter 7

Health

Each district should develop guidelines for administering over-the-counter medication to students.

Prescribed Medication

Each district should establish guidelines for prescribed medication which include:

- Authorization for administration of medication.
- Responsibility of parent.
- Responsibility of principal.
- Procedure for administering medication.

Sample Regulation for Health Care for Allergic Children

Purpose

To establish procedures to reduce the effect of allergens on the performance of pupils during the school day.

Background

Allergies are the leading chronic disease of children below age 17. Approximately 15 to 20 percent of school pupils suffer from varying degrees of allergy; only one in three is receiving treatment. Pupils of elementary school age spend about one half and secondary pupils about one third of their waking hours in school. When these hours are spent in the presence of allergens, their health, attendance and school work suffer.

It is essential that the school environment be as free of allergens as possible. It is necessary that all school personnel responsible for planning and administering instructional programs be aware of the allergens that may adversely affect the functioning of students with allergies. They should be aware of learning and behavioral problems which may be occasioned by a pupil's continuous allergic condition and evidenced by tension, fatigue or hyperactivity. Hearing loss occasioned by blockage of the eustachian tubes may be allergy-related.

Procedures

- In selecting materials for use in school buildings, all personnel involved in the selection and procurement process should maintain awareness of the allergic potential of the substances contained in the materials.
  1. Specifications must be carefully written to avoid known allergens such as animal hair carpet underpadding, or "washed" animal hair carpet underpadding, coated animal hair underpadding, synthetic fibers not properly heat treated, kapok, cotton linters, feathers (down) and insect sprays with pyrethrum.
  2. Specifications should avoid irritants likely to cause problems with allergic pupils, such as odorous paint, sawdust, chemical sprays with camphor or tar, formaldehyde, paint thinners and chlorine.
  3. Donations of rugs and stuffed furniture shall not be accepted by schools unless they meet the standards of the Division of Maintenance.
- Building managers should provide maintenance to reduce the amount of dust and molds in instructional areas and other locations where pupils spend a large part of the school day.
  1. School rugs should be vacuumed daily and shampooed regularly.
  2. Filters in heating and air-conditioning systems should be cleaned regularly. (Develop local guidelines)

Emergency Care for Insect Stings or Nut Ingestion

Purpose—To establish procedures to provide emergency medical care to any student who is stung by an insect (most commonly bees, wasps or hornets) and who is known to be critically sensitive to the venom and to any student who ingests nuts and who is known to be critically sensitive to them.

Each district should develop procedures which involve consent, responsibility of the parent/guardian, responsibility of principal, responsibility of appropriate superintendent and for administering the injection.

Sample Policy for Control of Sound Levels

The Board of Education recognizes its responsibility and that of the staff to maintain conditions in school facilities and activities conducive to the preservation of hearing. The Board of Education also recognizes the need for education of young people as to the dangers to hearing of excessive noise.

Sound levels of some activities sponsored by and/or held in school buildings have been shown to exceed acceptable levels.

Purposes:

To ensure that content designed to inform students of the dangers to health of loud sounds is included in the school curriculum at appropriate grade levels.

To ensure that sustained levels at activities held in and/or by a school do not exceed —— at the ear level of the nearest listener as measured on a type II meter on a slow response scale.

To establish compliance with this policy as a condition for building use.

Process:

The superintendent shall issue administrative regulations that include procedures for:

1. Implementing the purposes of this policy
2. Purchasing appropriate equipment
3. Training personnel to use the instruments
4. Urging the student government association and/or other student organizations to become involved where appropriate in planning and implementing the monitoring process at each school
5. Reporting the continuing costs of the program to the Board of Education

Each district should develop administrative regulations, define purposes and recommend procedures for purchasing equipment, a training program, monitoring sound levels, action required when the safe sound limit is violated, publicizing the monitoring program and providing an annual/semiannual report.

Emergency First Aid

Each district should define the responsibilities for providing first aid care for pupils and staff members and for developing an emergency care plan and to outline procedures for providing emergency first aid training for school personnel.

First aid is immediate care given to a person who has been injured or who has suddenly been taken ill (American National Red Cross).

Each district should develop procedures for pupils including:

- Responsibility for first aid care
- Maintaining an ongoing program
- Information and training; and for employees.

Sample School Emergency Care Program

(Recommended Minimum Standards) Every school shall prepare a written, up-to-date procedure for providing emergency care for both students and school staff. These procedures should be developed or revised at the beginning of each school year through the cooperative efforts of the administrator, school staff and the nurse. The written document should then be discussed with both parents and students.

School Responsibilities

Fundamental to any emergency care program is the acceptance by school personnel of responsibility for (1) giving immediate care; (2) notifying the pupil's parents; (3) arranging for the pupil to get home or to a place of treatment; and (4) guiding parents, when necessary, to sources of treatment.

Immediate Care

It is desirable that several members of the school staff have certain basic skills and understandings necessary to administer first aid. The principal, the teachers, the secretaries, the maintenance staff and the bus drivers are all likely to be in a position where they will need to administer first aid. Even though a school has a full-time nurse, the school staff still needs these skills, especially the knowledge of blood stoppage and artificial respiration. In dire emergencies, because of the time factor, the nearest person may be the only one who can save a student's life. As a minimum standard, *at least one person with special preparation in giving first aid should be available in each school at all times when pupils are in the school or on the school grounds*. This person may be a principal, teacher, secretary or other person with appropriate preparation. In the larger schools, it is desirable to have a qualified person in each corridor designated to give first aid in emergency situations.

In matters of life or death, immediate first aid should be given while concurrently contacting the nearest physician and/or rescue squad and then immediately calling parents. Consequently, in preparing emergency care procedures, it is suggested that the school contact nearby physicians to determine their willingness to accept students needing emergency treatment.

First aid supplies should be maintained in the schools in a convenient, readily available location known to all school personnel, such as shops, home arts rooms, laboratories, gymnasiums or cafeteria.

Notification of Parents

Parents should be advised of a pupil's illness or injury if the condition is serious. However, care should be taken to avoid undue apprehension and excitement. The parent should be assured that the pupil is receiving immediate first aid and will be looked after until the parent reaches the school.

Getting the Pupil Home or to a Place of Treatment

When a pupil becomes ill or is injured at school, it may be necessary for him/her to be taken home, to a doctor or to a hospital. This responsibility should ordinarily be assumed by a parent.

No seriously sick or injured pupil should be allowed to go home *without being accompanied by a responsible adult*. Moreover, a pupil should not be left at his/her home unless there is some responsible person to take

care of him/her—a parent, close relative or neighbor designated by the parent. Placing this responsibility on another pupil is neither safe nor fair.

Guiding Parents to Sources of Emergency Service

On occasion some parents will need guidance as to sources of emergency service. If the family has a private physician, he or she should be consulted first. (Develop local guidelines.)

Emergency Information on Students

It is very important that the emergency care information be up to date on each child early in the school year. One copy should be kept in the school's main office and one in the health room. The emergency data needed are as follows:

- Name, address and telephone number of each parent or guardian, including places of work.
- Name, address and telephone number of the family physician, family dentists and preferred hospital.
- Names, addresses and telephone numbers of two relatives or neighbors who have agreed to care for a pupil if a parent cannot be reached.
- Pertinent health information on conditions which might necessitate immediate or emergency care (e.g., epilepsy, diabetes and bee sting reactions), including treatment for conditions listed.

Reporting and Caring for an Animal Bite

Each district should provide procedures for providing first aid and reporting an injury from an animal bite.

In case of a bite by a dog or other animal infection from any of a variety of organisms is possible because of germs carried from the animal's mouth to the victim's skin and clothing and into the wound. Tetanus and rabies are particularly serious, and the danger of rabies is greater when the wound is on the head or neck of the victim. Illness may also occur if a sick animal licks an opening in the skin.

Rabid dogs, though noted to be hyperactive and vicious, sometimes demonstrate affectionate behavior. Although usually associated with dogs, rabies (as well as other diseases) can spread by the bite of other animals, such as squirrels, gerbils and hamsters. Rabies may be prevented by immunization of the victim.

An animal that bites an individual must be confined and kept under observation for signs or symptoms of rabies for ten days. If the animal remains healthy during the observation period, the danger of rabies is over. However, if the animal becomes ill or dies during the period of observation, the owner, or if the animal is part of a classroom exhibit, the principal or his designee is responsible for promptly notifying the Department of _____ .

Rabies is a disease caused by a virus. Once introduced into the body, the virus travels along the nerve to the spinal cord and brain causing convulsions, paralysis and finally death. All warm-blooded animals can be infected by the virus, but it is most likely to be seen in raccoons, foxes, skunks, bats and when not vaccinated against it, in cats and dogs. Rabies is, however, rarely seen in rodents such as mice, squirrels, chipmunks, guinea pigs and hamsters, or in opossums and rabbits.

The majority of rabies cases in the United States are found in wildlife. The rabies virus is present in the saliva of the rabid animal. Rabies is spread only by introducing the virus into open wounds in the skin or through the membranes of the eyes and inside the nose and mouth. The virus usually cannot penetrate intact skin.

A bite from a rabid animal is the most common way the disease is spread. But it can also be spread if the animal's saliva comes into contact with open wounds.

Those most likely to be exposed to rabies are cats and dogs kept outside and allowed to roam, farm animals and humans who hunt, hike and camp.

How do you recognize a rabid animal?

After an animal has been infected with the rabies virus, a period of a few days to several months can pass (the time depends on a number of factors) before signs of the disease appear. Toward the end of this incubation period, the virus may be present in the saliva, and the animal can spread rabies.

In any animal the first sign of rabies is a marked change in behavior. It becomes either unnaturally withdrawn or unusually approachable. In the furious form of rabies, the animal is excited, irritable and snaps at anything in its path. Such animals lose all fear of natural enemies and wander great distances. If the animal has the dumb form of the disease, it is very docile. Animal control experts emphasize that any animal that is normally nocturnal such as a raccoon, which is seen out during the day should be considered suspicious. However, in some urban areas, it is not uncommon to see raccoons during the daylight hours. Animals which appear disoriented or have difficulty in walking are highly suspicious.

Of course, not all change in animal behavior means that it has rabies. Injured or otherwise sick animals or those provoked over food, a mate or offspring may react viciously.

Is there a cure for rabies?

Once signs of rabies appear, the disease is almost always fatal. Because of this, preventative treatment needs to be started immediately and anyone who has been bitted by an animal should call his or her physician at once. The incubation period, for the virus in humans ranges from weeks to months.

First Aid

Each district should develop guidelines for first aid for an animal bite. While under the jurisdiction of the school, a pupil receiving a wound caused by the bite of a dog, or any other animal, is referred to the community health nurse assigned to the school or health assistant or principal for first aid.

Dogs on School Grounds

Each district should develop guidelines for dogs or other animals on school grounds.

Harboring Chicks, Ducklings and Rabbits

It shall be unlawful and an offense for any person to sell, offer for sale, barter or give away baby chickens, ducklings or other fowl under three weeks of age, or rabbits under two months of age, as pets, toys, premiums or novelties or to color, dye, stain or otherwise change the natural color of baby chickens, ducklings or other fowl, or rabbits; provided, however, that this section shall not be construed to prohibit the sale or display of such baby chickens, ducklings or other fowl, or such rabbits in proper facilities by breeders or stores engaged in the business of selling for purposes of commercial breeding and raising.

Each district should develop guidelines based on local and/or state law.

Appendix 1

Accident Reporting Forms

_____ OSHA Case Number (School Number plus additional digit for number in calendar year)

EMPLOYEE ACCIDENT REPORT

INSTRUCTIONS: Refer to special instructions on the reverse side before completing the form. Send original and one copy to the Division of Insurance and Retirement, Educational Services Center, one copy to your area office, and retain one copy in the school.

TIME AND PLACE

1. Location of school or place where accident or exposure occurred _____ Code 1
   Employer's premises ____ Yes ____ No
2. Date of injury or initial diagnosis of occupational illness ☐☐☐☐☐☐ (M M D D Y Y) day of week _____
   Hour of day ☐☐☐☐ AM ☐☐☐☐ PM 3. Date disability began _____ 19__ ____ AM ____ PM
4. Was injured paid in full for day of injury? ____ Yes ____ No 5. When did you or your supervisor first know of injury? _____
6. Name of immediate supervisor _____

INJURED PERSON

7. Name of injured _____ ☐☐☐ - ☐☐ - ☐☐☐☐
   (Type or Print) First Middle Last Social Security Number
8. Address _____
   No. and Street City or Town State Zip Code
9. Check (✓) ____ Married ____ Single ____ Widowed ____ Widower ____ Divorced ____ Male ____ Female 10. Age _____
11. Occupation when injured _____ ☐☐☐☐ Code 2 Was this his/her regular occupation? ____ Yes ____ No
    If not, state regular occupation _____ 12. How long employed _____ Wage per hour _____
    Wage per day _____ Average weekly earnings _____ No. hours worked per day _____ No. hours worked per week _____ If board, lodging, fuel, or other advantages were furnished in addition to wages, give estimate of value per day, week or month _____

CAUSE OF INJURY

13. Machine, tool or substance causing injury _____ ☐☐☐ Code 3 14. Was safety appliance or regulation provided? ☐ Yes ☐ No Was it in use at time? ☐ Yes ☐ No 15. What was employee doing when injured? Be specific. If he was using tools or equipment or handling material, name them and tell what he was doing with them _____
17. Did disability arise out of and in the course of claimant's last employment? ____ Yes ____ No

NATURE OF INJURY

18. Nature of injury or occupational disease _____ ☐☐ Code 4
    Part of Body _____ ☐☐ Code 5 Type of injury _____ ☐☐☐ Code 6
19. Probable number of work days away from work _____ 20. Has injured returned to work? ____ Yes ____ No
    If so, date and hour _____ At what wage? _____ At what occupation? _____
    ____ Part-time ____ Full-time ____ Light Duty ____ Temporary Reassignment
21. Name and address of physician _____
    Name and address of hospital _____
    ____ Inpatient ____ Outpatient

WITNESSES

Witnesses to accident _____
Name Phone or Address
_____
Name Phone or Address

MOTOR VEHICLES

23. If motor vehicles are involved, give name and address of insurance carriers _____

PERSONAL PROPERTY LOSS

24. Clothing or other personal property damage as the result of enforcement of school regulations. If so describe _____

(Proof of loss must accompany this form)

25. Has injured died? ☐ Yes ☐ No

26. Date of this report _____ 27. School or Department _____

Signed by _____ Title _____
Principal/Department Director

STUDENT ACCIDENT REPORT

Please read the instructions on the back of the Goldenrod copy before completing the following

SECTION A

(1) Name of Injured _____
Last Name First Name Middle Name

(2) Home Address _____
Street City State Zip Code

(3) School Name _____ (4) School Number ☐☐☐

(5) Grade ☐☐ (6) Age ☐☐ (7) Sex ☐

(8) Date Occurred ☐☐ ☐☐ ☐☐☐☐ (9) Time Occurred _____ ☐ AM ☐ PM
Month Day Year

(10) Date Accident Reported ☐☐ ☐☐ ☐☐☐☐ (11) Type of Activity ☐☐
Month Day Year

(12) Specific Activity ☐☐☐ (13) Location of Accident ☐☐☐

(14) Description of Accident _____

(15) Was an adult present at scene of accident? ☐ Yes ☐ No

(16) Name of Individual _____

SECTION B

(1) Nature of Injury ☐☐☐ ☐☐☐ ☐☐☐ (2) Part of Body ☐☐☐ ☐☐☐ ☐☐☐

Immediate Action Taken

(3) First Aid ☐ Yes ☐ No By _____

(4) Sent to Health Room ☐ Yes ☐ No By _____

(5) Sent to Doctor ☐ Yes ☐ No By _____ Name of Doctor _____

(6) Sent back to Class ☐ Yes ☐ No By _____

(7) Sent to Hospital ☐ Yes ☐ No By _____

Name of Hospital _____

(8) Was Parent, Guardian, or Neighbor Notified ☐ Yes ☐ No Date Notified ☐☐ ☐☐ ☐☐☐☐
Month Day Year

How Notified _____ Time Notified _____ ☐ AM ☐ PM

By Whom _____

(9) Total Number of Days lost from School ☐☐☐ ☐

(10) Student has Accident Insurance ☐ Yes ☐ No

AUTHORIZATION

_____ _____
Principal's Signature Date

Distribution: White/Canary (Pink to the Division of Insurance and Retirement
Goldenrod - File

Appendix 2

States With OSHA Approved Plans

Alaska Department of Labor
P.O. Box 1149
Juneau, ALASKA 99802
(907) 465-2700

Arizona Division of Occupational Safety and Health
Industrial Commission of Arizona
1624 West Adams
Phoenix, ARIZONA 85005
(602) 255-5795

California Department of Industrial Relations
525 Golden Gate Avenue
San Francisco, CALIFORNIA 94102
(415) 557-3356

Connecticut Department of Labor
200 Folly Brook Boulevard
Wethersfield, CONNECTICUT 06109
(203) 566-5123

Hawaii Department of Labor and Industrial Relations
825 Mililani Street
Honolulu, HAWAII 96813
(808) 548-3150

Indiana Division of Labor
1013 State Office Building
100 North Senate Avenue
Indianapolis, INDIANA 46204
(317) 232-2663

Iowa Bureau of Labor
State House
307 East Seventh Street
Des Moines, IOWA 50319
(515) 281-3447

Kentucky Labor Cabinet
U.S. Highway 127 South
Frankfort, KENTUCKY 40601
(502) 564-3070

Maryland Division of Labor and Industry
Department of Licensing and Regulation
501 St. Paul Place
Baltimore, MARYLAND 21202
(301) 659-4176

Michigan Department of Labor
7150 Harris Drive
Box 30015
Lansing, MICHIGAN 48909
(517) 373-9600

Michigan Department of Public Health
3500 North Logan Street
Box 30015
Lansing, MICHIGAN 48909
(517) 373-1320

Minnesota Department of Labor and Industry
444 Lafayette Road
St. Paul, MINNESOTA 55101
(612) 296-2342

Nevada Department of Industrial Relations
Division of Occupational Safety and Health
Capitol Complex
1370 S. Curry Street
Carson City, NEVADA 89710
(702) 885-5240

New Mexico Environmental Improvement Division
Health and Environment Department
725 St. Michael's Drive
Santa Fe, New Mexico 87501
(505) 984-0020

New York Department of Labor
Two World Trade Center
Room 7308
New York, NEW YORK 10047
(212) 488-6300

North Carolina Department of Labor
214 West Jones Street
Shore Building
Raleigh, North Carolina 27603
(919) 733-7166

Oregon Workers' Compensation Department
Labor and Industries Building
Salem, OREGON 97310
(503) 378-3304

Puerto Rico Department of Labor and Human Resources
Prudencio Rivera Martinez Bldg.
505 Munoz Rivera Avenue
Halo Rey, PUERTO RICO 00918
(809) 754-2119-22

South Carolina Department of Labor
3600 Forest Drive
P.O. Box 11329
Columbia, SOUTH CAROLINA 29211
(803) 758-2851 or 758-3080

Tennessee Department of Labor
501 Union Building
Suite "A"—2nd Floor
Nashville, TENNESSEE 37219
(615) 741-2582

Utah Occupational Safety and Health
160 East Third South
P.O. Box 5800
Salt Lake City, UTAH 84110-5800
(801) 530-6900

Vermont Department of Labor and Industry
118 State Street
Montpelier, VERMONT 05602
(802) 828-2765

Virgin Islands Department of Labor
Box 890
Christiansted
St. Croix, VIRGIN ISLANDS 00820
(809) 773-1994

Virginia Department of Health
James Madison Building
109 Governor Street
Richmond, VIRGINIA 23219
(804) 786-4265

Virginia Department of Labor and Industry
P.O. Box 12064
Richmond, VIRGINIA 23241-0064
(804) 786-2376

Washington Department of Labor and Industries
General Administration Building
Room 334—AX-31
Olympia, WASHINGTON 98504
(206) 753-6307

Wyoming Department of Occupational Health and Safety
604 East 25th Street
Cheyenne, WYOMING 82002
(307) 777-7786 or 777-7787

Appendix 3

Maintenance Checklist for Self-Inspection

Hand and Power Tools

Accidents with hand tools comprise 5 to 10 percent of compensable injuries. Many of these injuries may be avoided with the proper care, maintenance, and use of tools. The following checklist should serve as a valuable guide in complying with OSHA standards.

	Yes	No	Action Needed
1. Are hand tools and other equipment regularly inspected for safe conditions?	☐	☐	
2. Are tool handles free of splits and cracks?	☐	☐	
3. Are handles wedged tightly in the heads of tools?	☐	☐	
4. Are impact tools free of mushroomed heads?	☐	☐	
5. Are the heads of chisels or punches ground periodically to prevent mushrooming?	☐	☐	
6. Are cutting edges kept sharp so the tool will move smoothly without binding or skipping?	☐	☐	
7. Is sharpening, redressing or repairing tools done properly using tools suited to each purpose?	☐	☐	
8. Is compressed air used for cleaning less than 30 psi?	☐	☐	
9. Are power saws and similar equipment provided with safety guards?	☐	☐	
10. Are tools used with the correct shield, guard or attachments recommended by the manufacturer?	☐	☐	
11. Are abrasive wheel grinders provided with safety guards which cover the spindle ends, nut and flange projections?	☐	☐	
Are work rests and tongue guards properly set?	☐	☐	
12. Are portable circular saws equipped with guards above and below the base or shoe?	☐	☐	

13. Are saws checked to ensure they are not wedged up, thereby leaving an unguarded lower portion at the blade? ☐ ☐
    Are springs checked for wear? ☐ ☐
14. Are guards kept in place and in working order? ☐ ☐
15. Are rotating or moving parts of equipment guarded to prevent contact by employees, students and visitors? ☐ ☐
16. Do operators wear eye and face protection when grinding? ☐ ☐
17. Is the pneumatic hose line secured to the pneumatic tool? ☐ ☐
    Are the tool bits secured by safety clips or retainers to prevent accidental disconnecting? ☐ ☐
18. Are electric-powered tools double insulated or properly grounded? ☐ ☐
19. Are tools stored in a dry, secure location where they won't be tampered with? ☐ ☐

Ladders

1. Are employees and all others who use ladders made aware that metal ladders are not to be used where they may contact electrical conductors or equipment? ☐ ☐
   Are they also aware that metal ladders cannot be used when working on or near electrical equipment, as in changing light bulbs or flourescent bulbs? ☐ ☐
2. Are ladders with broken or missing rungs or split side rails tagged and taken out of service? ☐ ☐
3. Are metal ladders inspected for damage or signs of corrosion? ☐ ☐
4. Are portable wood ladders and metal ladders adequate for their purpose, in good condition and provided with secure footing? ☐ ☐
5. Are areas around the top and bottom of the ladder kept clear? ☐ ☐
6. Are portable ladders used at such a pitch that the horizontal distance from top bearing to the foot of the ladder is about one fourth of the working length of the ladder. ☐ ☐
7. Is the use of ladders in a horizontal position (as platforms, runways, or scaffolds) prohibited? ☐ ☐

8. Are portable ladders tied, blocked or otherwise secured against movement? ☐ ☐
9. Are filler blocks placed between the cleats of job-made wodden ladders? ☐ ☐
10. If simultaneous two-way traffic is expected, is a double-cleat ladder installed? ☐ ☐
11. Are double-cleat ladders 24 feet or less in length? ☐ ☐
12. Are single-cleat ladders 30 feet or less in length? ☐ ☐
13. Is the width of single-cleat ladders at least 15 inches but not more than 20 inches? ☐ ☐
14. Are the rungs of the ladders uniformly spaced at 12 inches center to center? ☐ ☐
15. Do the side rails of the ladder extend at least 36 inches above the landing? ☐ ☐

Scaffolds

1. Is the footing of the scaffold sound, rigid and capable of carrying the maximum intended load? ☐ ☐
2. Are guardrails and toeboards provided on scaffolds more than 10 feet above the ground? ☐ ☐
3. Are heavy loads placed over or near the bearers and not on the center plank? ☐ ☐
4. Is planking of sufficient stress grade or scaffold grade timber? ☐ ☐
5. Is planking of platforms overlapped not less than 6 inches or more than 12 inches or secured from movement? ☐ ☐
6. Where persons work under scaffold, is a one-half inch mesh screen provided between toeboard and guardrail? ☐ ☐
7. Are poles, legs or uprights of scaffolds plumb and securely braced to prevent scraping and displacement? ☐ ☐
8. Are defective parts on scaffolds immediately replaced or repaired? ☐ ☐
9. Are guardrails and toeboards installed on all open sides and ends of scaffold platforms? ☐ ☐
10. Are railings protecting floor opening platforms or scaffolds equipped with toeboards whenever there is a possibility that falling material could cause a hazard? ☐ ☐
11. Are toeboards at least four inches in height? ☐ ☐
12. Are employees wearing safety belts attached to lifelines that are secured overhead while working on suspended scaffolds? ☐ ☐

Appendix 4

Accident Prevention for Building Service Workers

The modern-day school building services manager must be a person of many skills. He/she must possess a good understanding of the total school plant and facilities. Among the most important aspects of the building services manager's job is planning management, public relations, maintenance and safety.

The old saying "accidents will happen" is not true and really never has been true. Accidents are caused by human error, poor judgment and failure to plan.

School Inspection

- ☐ Test all fire alarms or other warning devices periodically.
- ☐ Inspect all fire extinguishers and protective equipment at regularly scheduled intervals.
- ☐ Check exits and exit lights daily. Replace all lights in exit signs when needed.
- ☐ Frequently inspect storage areas.
- ☐ Check fuse boxes, replacing fuses rated above the designated load capacity of any circuits.
- ☐ Inspect unused or infrequently used building areas as often as possible.
- ☐ Examine all electrical switches, outlets, appliances, motors and service panels for faulty operation several times a year.
- ☐ Remove accumulation of grease from kitchen exhaust ducts, fans and filters.
- ☐ Store treated floor mops, brooms, dustcloths and other custodial materials in a way that will prevent spontaneous ignition.
- ☐ Keep all corridors, stairs and exit routes free of obstructions which might impede the flow of traffic.

Machinery

- ☐ Stop moving machinery before making repairs or adjustments. Never reach into a moving machine to clean, oil or adjust it.
- ☐ A machine should not be started with guards out of place.
- ☐ Operate only those machines that you are authorized to operate.

- ☐ Mechanical safety guards and safety appliances should not be removed or tampered with while machine is in motion. After adjustments are made, guards should be replaced in proper position before the machine is started again.
- ☐ Motors that are not in use should be shut off. If repairs are being made to electrically driven machinery, the main switch should be tagged or padlocked in the "open" position by the person in charge of the repair job. The tag or padlock is to be removed only by the person who placed it there.
- ☐ Defective machinery or appliances should not be operated if there is danger of inflicting personal injury on yourself or others. Such defective machinery or tools should be reported to the person in charge immediately.

Tools

- ☐ Tools should be in proper condition at all times. Never use defective tools, such as tools with broken handles, wrenches with spread jaws or chisels with mushroomed heads.
- ☐ Select the proper tool for the job to be done, and if you are not familiar with the tool required, get advice from some qualified person.
- ☐ Do not carry screwdrivers, files or other sharp tools in your pockets; falling on them may cause serious injury.
- ☐ Use tools for their original purpose. A wrench should not be used as a hammer. Do not use a dull screwdriver or one with a broken point.
- ☐ Keep tools in their proper place. Do not leave them lying on stairs, window ledges, overhead bins or platforms where they may fall on someone passing below. Do not lean heavy tools against the wall if there is any chance of their slipping or sliding.

Ladders

- ☐ Barrels, boxes, etc., should not be substituted for ladders. Never use ladders which are weak, broken or defective.
- ☐ When ascending or descending, face ladder and hold on with both hands, carrying tools in pockets or hauling them up with a line.
- ☐ Always be on guard against shocks or surprises.
- ☐ Before climbing a ladder, make sure that your shoes are not greasy, muddy or otherwise slippery.
- ☐ Make sure the ladder is without defects and is placed securely against solid backing. The base should stand back from the top a distance equal to one fourth the length of the ladder.
- ☐ Never permit more than one person to climb a ladder unless it is designed for two or more people.
- ☐ Never lean too far to one side of any ladder—take time to move it.

- ☐ When using a stepladder, make sure that it is fully spread and locked before climbing. Never use a stepladder in a closed position as a straight ladder.
- ☐ In the event a heavy ladder is used requiring more than one person to lift it, one person should stand at the base to prevent the ladder from slipping as it is raised.
- ☐ When extension ladders are used, the ladder should be raised before it is extended. Never spread out an extension ladder before raising.
- ☐ All ladders should be thoroughly inspected at intervals and when not in use should be stored in a safe, dry place.
- ☐ Metal ladders should not be used when working around electrical circuits.
- ☐ Never climb a ladder when the rungs are wet with water, oil or other liquid.
- ☐ Do not leave tools on top of stepladders.
- ☐ Store ladders away from excessive heat from radiators, furnace or steam pipes.
- ☐ Ladders should be stored horizontally on wall brackets or similar supports.
- ☐ When ladders are used for painting, always wipe them off, clean them carefully and remove all paint splotches after use.
- ☐ Painting ladders is an unwise practice. Paint hides dangerous defects.

Housekeeping

- ☐ Keep materials and equipment out of aisles.
- ☐ Flammable materials should be stored according to regulations.
- ☐ Dispose of oily rags and old paint cans.
- ☐ Nails and broken glass are particularly dangerous. Do not leave bottles on window sills. Check play areas daily to remove all broken glass.
- ☐ Keep floors dry; avoid spilling liquids, and wipe up all spills immediately.
- ☐ Throw trash and scraps in trash container.
- ☐ Pick up tripping hazards such as boards, tools, nails, etc.
- ☐ Shavings or rubbish should not be left in open rooms overnight. They should be disposed of the same day they accumulate. This is especially important during the last week of school when teachers are cleaning out rooms.

Lifting and Carrying

- ☐ Do not lift awkward or especially heavy materials by yourself. Get someone to help you. (It is unwise to allow pupils to lift, push or pull heavy objects.)
- ☐ Look over the ground for obstacles and tripping hazards.

- ☐ Inspect the objects you are going to lift for sharp corners, nails and other things that might cause injury.
- ☐ Set your feet solidly, somewhat apart. Sometimes it may be best to get down on one knee.
- ☐ Crouch as close to the load as possible. Do not get into a full squat, but bend your legs.
- ☐ Keep your back straight, but bend at hips so you are over the load. The object is to do the work with your leg muscles and not with the weaker back muscles.
- ☐ Get a firm grip on the object, with hands on diagonal corners. If necessary, lift one end slightly to get a hand under it.
- ☐ When handling rough or sharp corners or material, be sure to wear protective gloves.
- ☐ To lift, straighten your legs and swing your back into a vertical position.
- ☐ In setting objects down, bend your legs and at the waist. The purpose again is to make the leg muscles, not the back muscles, do the work. Keeping the legs straight and arching the back to get something down can result in a back injury.
- ☐ To change position of a load when carrying it, rest it against something for support. Do not try to adjust your grip while you support it—the object may fall or cause you to strain yourself.
- ☐ When two or more persons are carrying an object, only one should give instructions. Decide beforehand what route is to be taken. Keep in step and notify each other of any change.

Electrical Equipment and Power Tools

- ☐ Do not attempt to repair defective wiring or other electrical equipment unless you are properly authorized to do so.
- ☐ In case of overheating, sparking or smoking in motors, wiring, and other electrical equipment, turn off the power and report the condition to your superior.
- ☐ Do not use electrical equipment or activate circuits if your hands are wet or if you are standing on wet ground.
- ☐ When turning on a light at the socket or switch, never take hold of equipment with the other hand.
- ☐ When using extension cords, see that cords and sockets are in good condition so as to avoid sparks.
- ☐ All power tools should be grounded. On three-pronged plugs, this is done automatically when the plug is inserted.
- ☐ Extension cords should not be run across aisles or through oil or water.
- ☐ Cords should be inspected for nicks, worn insulation and exposed strands of wire before use.

- ☐ When fuses blow continually, it is an indication of an overload or short. This condition should be reported and attended to as soon as possible.
- ☐ Keep electrical equipment properly oiled, and free of grease and dirt.
- ☐ If a fire breaks out in live electrical equipment, it should be fought with the proper fire fighting equipment, normally equipment using carbon dioxide.
- ☐ To free a person from contact with an electrical circuit if current cannot be shut off readily, use a stick, pole or rope. Be sure not to touch victim until contact is broken.

Appendix 5

Food Service Safety Checklist

Cuts

	Yes	No
Are knives and other cutting tools stored in racks with blades protected?	☐	☐
Are tools used of the correct size for the work to be done?	☐	☐
Is a board used for cutting, dicing and mincing?	☐	☐
When a knife is used, is the cut always made downward and never toward the hand?	☐	☐
Are all sharp tools collected on a tray and washed separately?	☐	☐
Are sharp tools always removed from the dishwasher promptly?	☐	☐
Are all broken dishes, defective utensils and open tin cans promptly discarded?	☐	☐
Are the knives kept sharp?	☐	☐

Burns

Are there enough pot holders or appropriate gloves for all uses?	☐	☐
Are pot holders dry and in good repair?	☐	☐
Are pot holders always used to handle hot utensils?	☐	☐
Are asbestos gloves used on hot utensils?	☐	☐
Are the handles tight on all pots and lids?	☐	☐
Is a puller or proper tool used to reach in the oven to bring pans to the front of the oven before removing?	☐	☐
Are careful instructions given to new employees for the use of steamers, hot serving tables and trunnion kettles?	☐	☐
Is care given to preventing spattering, splashing or boiling over of food?	☐	☐
Is food stirred with a long-handled spoon or paddle?	☐	☐
Are fat fires prevented by not filling fat containers too full?	☐	☐
Are fat fires treated by placing a cover over the fire?	☐	☐
Are steam tables, ovens, and stoves allowed to cool before cleaning?	☐	☐
Are pans properly loaded to prevent hot grease from tipping and splashing?	☐	☐

Miscellaneous Accidents

Are floors in good repair?	☐	☐
Are floors clean and dry to avoid slipping?	☐	☐
Are traffic lanes straight, and are "In" and "Out" doors marked to avoid collision?	☐	☐
Are all traffic lanes, exits and entrances clear?	☐	☐
Are electric connections made with dry hands?	☐	☐
Are the pilot lights on all burners checked before lighting gas?	☐	☐
Are trays loaded and carried carefully?	☐	☐
Are trays kept from being tilted or overcrowded when they are loaded?	☐	☐
Are closet doors kept closed?	☐	☐
Are floor mats placed where needed to prevent slipping?	☐	☐
Are floor mats placed so that workers will not trip on them when they are being cleaned?	☐	☐
Is there a place to stack cases of food so workers will not trip on them?	☐	☐
Is there a place to stack crates of produce until they can be put away?	☐	☐
Do all cupboard doors slide or have suitable catches so that the doors will stay closed?	☐	☐
Are all electric cords located so they are not a hazard for the free movement of personnel during the preparation and service of food?	☐	☐
Are all electric outlets located where water cannot be splashed or spilled on them?	☐	☐
Are greasy rags sorted in a covered metal container?	☐	☐
Are matches stored in a covered metal container?	☐	☐
Are all handles on equipment located or protected so they cannot catch on clothing?	☐	☐
Are work spaces adequately lighted?	☐	☐
Does every staff member know the locations of the shutoffs for water, electricity, gas and steam that supply the kitchen, in case of water leak or fire?	☐	☐
Are directions posted on the machine for the operation of all motor-driven equipment?	☐	☐
Are the stands of the machine equipment sturdy so that they will not tip over?	☐	☐
Is fixed equipment securely bolted to the floor or to the table or on a stand?	☐	☐
Is all motor-driven equipment grounded and is it always shut off, with operation permitted to stop, before adjustments are made or food is removed?	☐	☐
Does any gas equipment need adjusting?	☐	☐

Are pilot lights on all gas equipment operating properly and tested periodically?	☐	☐
Do all can openers cut cleanly?	☐	☐
Is a stepladder or step stool available for reaching high shelves safely?	☐	☐
Is the stepladder or step stool in good repair?	☐	☐
Are there adequate first-aid supplies?	☐	☐
Are injured people sent to the nurse?	☐	☐
Is there a carbon dioxide (CO_2) fire extinguisher in the kitchen?	☐	☐
Is the fire extinguisher easily accessible but not near the range or oven?	☐	☐
Does the staff have drills on how to operate the fire extinguisher?	☐	☐

Safe Clothing

Does everyone wear medium- or low-heeled, well-fitting shoes with soles that do not slip easily?	☐	☐
Do people wear noncombustible aprons that do not have long ties or loose pockets?	☐	☐
Do all staff members avoid wearing loose pins or earings that may fall into food?	☐	☐
Do all employees avoid wearing bracelets that may catch on equipment handles?	☐	☐

Appendix 6

Alert for Hazards from Broken Mercury Vapor and Metal Halide Lamps

In November 1977, the Food and Drug Administration issued a Notice of Alert concerning possible hazards associated with broken mercury vapor lamps. The notice advised the use of lamps with an automatic shut-off device, or shielding, where people might be exposed to dangerous ultraviolet radiation if the outer globe of the lamp is broken. Reports of injuries continue to be reported to the Bureau of Radiological health. We are concerned that the earlier alert may not have reached the individuals who could ensure that precautions are taken. Please communicate this information to other persons who might be interested or affected by this hazard.

As is indicated in the earlier Notice of Alert, high intensity mercury vapor and metal halide lamps can be dangerous if they continue to operate when the outer globe of the lamp is broken, punctured or missing. A broken outer globe allows the lamp to emit intense ultraviolet radiation. Persons exposed to excessive amounts of ultraviolet radiation can suffer severe skin burns and painful, potentially permanent eye damage. Injuries occurring in stores, sports arenas, warehouses, outdoor fairgrounds and school gymnasiums have been, and continue to be, reported to the Bureau of Radiological Health. The following updated material has been prepared to advise you of the new regulation and to help you prevent injuries in your facility.

On September 7, 1979, the FDA issued a Performance Standard for High Intensity Mercury Vapor Discharge Lamps, including "mercury vapor" and "metal halide" lamps. Except for one small part, the Standard went into effect March 7, 1980. The Performance Standard issued by FDA allows the manufacture of two types of mercury vapor lamps. One type has a self-extinguishing device that will shut the lamp off within 15 minutes after the outer globe is broken. These lamps are marked "T."

The label will appear on the packaging of self-extinguishing mercury vapor and metal halide lamps:

"This lamp should self-extinguish within 15 minutes after the outer envelope is broken or punctured. If such damage occurs, TURN

OFF AND REMOVE LAMP to avoid possible injury from hazardous shortwave ultraviolet radiation."

Note that a "self-extinguishing" lamp may take as long as 15 minutes to turn off after the outer bulb has been broken. Therefore, if a lamp breaks, *even if it is self-extinguishing*, people should leave the area immediately.

The second type of mercury vapor lamp does not have a self-extinguishing device incorporated into the lamp. This type of lamp is to be used only in a fixture with a glass or plastic shield that will absorb the hazardous ultraviolet radiation, or in areas where people will not be exposed to ultraviolet radiation if the outer globe is broken. These lamps are marked "R."

This label must appear on the packaging and advertising for nonself-extinguishing mercury vapor and metal halide lamps:

"WARNING: This lamp can cause serious skin burns and eye inflammation from shortwave ultraviolet radiation if the outer envelope of the lamp is broken or punctured. Do not use where people will remain for more than a few minutes unless adequate shielding or other safety precautions are used. Lamps that will automatically extinguish when the outer envelope is broken or punctured are commercially available."

If you plan to install mercury vapor or metal halide lamps in areas ordinarily occupied by people:

1. Use bulbs that have self-extinguishing mechanisms.

Appendix 7

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Appendix 8

Suggested Reference Library

Accident Prevention Manual for Industrial Operations, Volume I "Administration and Programs" and Volume II "Engineering and Technology" F. E. McElvoy (National Safety Council 444 N. Michigan Ave., Chicago, IL 60611) Current Edition.

Federal Safety and Health Laws and Standards: Federal Acts and Standards pertaining to safety and health such as the Occupational Safety and Health Act and associated standards, the Department of Transportation regulations, the U.S. Consumer Product Safety Commission standards.

Industrial Hygiene, Fundamentals of, Julian B. Olishifsy (National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611) Current Edition.

Safety Management, Techniques of, Dan Peterson (McGraw Hill Book Co., Prinston Road Hightstown, N.J. 08520) 1978.

Fire Protection Handbook (National Fire Protection Association, 470 Atlantic Ave., Boston, MA 02110) Current Edition.

Industrial Ventilation, A Manual of Recommended Practice, American Conference of Governmental Industrial Hygienists. (Committee on Industrial Ventilation, P.O. Box 453, Lansing, MI 48902) Current Edition.

Noise Manual, Industrial (American Industrial Hygiene Association, 475 Wolf Ledges Pkwy., Akron, OH 44311) Current Edition.

Risk Management and Insurance, Principles of, C. A. Williams, G. L. Head, and G. W. Glendenning, Volumes I & II (American Institute for Property and Liability Underwriters, Malvern, PA 19355) 1978.

Guidance for Controlling Asbestos-Containing Materials in Buildings (Environmental Protection Agency, Office of Pesticides and Toxic Substances, Wash., D.C. 20460) 1985.

School Science Laboratories, A Guide to Some Hazardous Substances, Council of State Science Supervisors (U.S. Consumer Product Safety Commission, Wash., D.C. 20207) 1984.

Accident Facts, (National Safety Council) Current Edition.

Management Guide to Loss Control, Frank E. Bird (Institute Publishing, Loganville, Georgia 30249) 1985.

Loss Control Management, Frank E. Bird, Jr. and Robert G. Loftus (Institute Press Highway 78, P.O. Box 345 Loganville, Georgia 30249) 1982.

Appendix 9

Directory of Safety-Related Organizations

Federal Agencies

OSHA
Occupational Safety and Health Administration, U.S. Department of Labor and Industry, Labor Building, 200 Constitution Avenue, N.W. Washington, D.C. 20210

NIOSH
National Institute of Occupational Safety and Health, U.S. Department of Health and Human Services, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland

BLS
Bureau of Labor Statistics, U.S. Department of Labor, 200 Constitution Avenue, N.W. Washington, D.C. 20210

CPSC
U.S. Consumer Product Safety Commission, 5401 Westbard Avenue, Bethesda, Maryland 20207

Service Organizations

National Safety Council
444 North Michigan Ave.
Chicago, Illinois 60611

American National Red Cross
17th and "D" Sts., N.W.
Washington, D.C. 20008

Industrial Health Foundation, Inc.
5231 Centre Avenue
Pittsburgh, Pennsylvania

National Society to Prevent Blindness
79 Madison Avenue
New York, N.Y. 10016

American National Standards Institute
1430 Broadway
New York, N.Y. 10018

American Society for Testing Materials
1916 Race Street
Philadelphia, Pennsylvania 19103

Fire Protection Organizations

Factory Mutual Systems
1151 Boston-Providence Turnpike
Norwood, Massachusetts 02062

Industrial Risk Insurers
85 Woodland St.
Hartford, Connecticut 06102

National Fire Protection Association
Battery-March Park
Quincy, Massachusetts 02269

Underwriters Laboratories Inc.
333 Pfingston Road
Northbrook, Illinois 60062

Professional Societies

American Society of Safety Engineers
1800 E. Oakton Street
Des Plaines, Illinois 60018-2187

American Association of Occupational Health Nurses, Inc.
575 Lexington Ave.
New York, N.Y. 10022

American Board of Industrial Hygiene
475 Wolf Ledges Parkway
Akron, Ohio 44311

American Chemical Society
1155 16th St., N.W.
Washington, D.C. 20036

American Conference of Governmental Industrial Hygienists
2205 South Road
Cincinnati, Ohio 45238

American Industrial Hygiene Association
475 Wolf Ledges Parkway
Akron, Ohio 44311

American Medical Association
535 N. Dearborn St.
Chicago, Illinois 60610

American Occupational Medical Association
150 N. Wacker Drive
Chicago, Illinois 60606

American Public Health Association
1015 Fifteenth Street, N.W.
Washington, D.C. 20005

American Society for Industrial Security
2000 K St., N.W.
Washington, D.C. 20006

American Society of Mechanical Engineers
345 East 47th St.
New York, N.Y. 10017

Board of Certified Safety Professionals
Suite 101, 501 S. 6th St.
Champaign, Illinois 61820

Health Physics Society
Suite 506, 4720 Montgomery Lane
Bethesda, Maryland 20014

Human Factors Society
P.O. Box 1369
Santa Monica, California 90406

Illuminating Engineering Society of North America
345 East 47th St.
New York, N.Y. 10017

National Safety Management Society
6060 Duke Street
Alexandria, Virginia 22302

NIOSHTIC

NIOSH's computerized research and reference service, NIOSHTIC is available free of charge to any person or organization desiring information about a subject in the field of occupational safety and health.

National Institute of Occupational Safety and Health
Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20857

Poison Control Centers

The Poison Control Division of the FDA processes information on the ingredients and potential acute toxicity of substances that may cause accidental poisonings and on the proper management of such poisonings.

National Clearinghouse for Poison Control Centers

Poison Control Division, Bureau of Drugs
Food and Drug Administration
5401 Westbard Avenue
Bethesda, Maryland 20016

Taken from Accident Prevention Manual for Industrial Operations National Safety Council, 8th Edition (with permission).

System Safety Society
P.O. Box A
Newport Beach, California 92663

CHEMLINE

CHEMLINE (Chemical Dictionary-on-line) is the National Library of Medicines-on-line, interactive chemical dictionary file created by the Specialized Information Services in collaboration with Chemical Abstracts Service (CAS) for more information contact:

Toxicology Information Service
National Library of Medicine
8600 Rockville Pike
Bethesda, Maryland 20014

CHEMTREC

Emergency information about hazardous chemicals involved in transportation accidents can now be obtained 24 hours a day. It is the Chemical Transportation Emergency Center (CHEMTREC), and it can be reached by a nationwide telephone number *800-424-9300*.

Index

A

ACCIDENT
  Definition 1
  Reporting 7
ADMINISTRATIVE
    RESPONSIBILITY 1
  Crossing Guard 5
  Field Supervisor 4
  Police School Safety
    Coordinator 4
  Principal 2
  Safety Program Coordinator ... 1
  School Safety Committee 5
  Teacher 3
AGRICULTURAL SAFETY ... 74
AIR COMPRESSORS 73
AIR IMPACT WRENCH,
    Portable 73
ALLERGIC CHILDREN 99
ANAPHYLACTIC
    REACTION 100
ANIMALS
  Bites 103
  Harboring Chicks, Ducklings and
    Rabbits 105
  on School Grounds 105
APPARATUS,
    Physical Education 84
ARC WELDER 73
ART 78
  Ceramics 80
  Melting Procedures 79
  Photography 81
  Supplies, Toxic or
    Hazardous 79
  Safety Procedures for 78
  Toxic Materials 79
  Use of Paper Cutters 79
ASBESTOS 127
AUDIOVISUAL
    EQUIPMENT 81

B

BALLOONS 53
BAND SAW 73
  Horizontal 73
BAYONET SAW 73
BEE STING, Care of Severe
    Reaction to 100
BELT FINISHING
    MACHINE 73
BELT SANDER, Portable 73
BICYCLES 16
BITES
  Animal 103
  Insect 100
BLASTING CAPS 51
BODY PROTECTION 58
BOMB SCARE 45
BOOTHS AND STANDS 54
BUFFER 73
BUS TRANSPORTATION 16

C

CAFETERIAS 63
CERAMIC KILNS 80
CERAMICS 80
CHAIN HOISTS, Electric 66
CHAIRS, Swivel, Hazards of ... 62
CHICKS, Harboring 105
CHRISTMAS TREES 54
CIRCULAR SAW 73
  Electric, Portable 73
COMBUSTIBLE LIQUIDS 92
COMMITTEE, School Safety ... 5
COMPRESSORS, Air 73
COORDINATOR
  Police School Safety 4
  Safety Program 1
CRAYON MELTING 79
CROSSING GUARD 15

CROSSWALKS 13
CRUCIBLE FURNACE 73

D

DECORATIONS 53
DESKS, Hazards of 61
DISASTER PREPAREDNESS ... 33
DISC FINISHING MACHINE 73
DISC SANDER, Portable 73
DOGS 104
DRILL 73
  Electric, Portable 73
  Masonry 73
DRILL PRESS 73
DRIVING 26
  Student 26
DUCKLINGS, Harboring 105

E

EARTHQUAKES 45
ELECTRIC CIRCULAR SAW .. 73
ELECTRIC HAND TOOLS, Portable, Safety Rules for ... 74
ELEVATORS 55
EMERGENCY
  Care for Severe Reaction to Insect Sting or Nut Ingestion 100
  Care Program 101
  Civil Defense 37
  First Aid 101
  Preparedness 33
EMPLOYEE
  New 58
  Responsibility 58
EQUIPMENT 69
  Audiovisual 81
  Authorized use of 69
  Care of 69
  Industrial Education (*See also under* names of individual pieces of equipment.) 69
  Installation, Care and Use of .. 69
  Physical Education 83
EYE PROTECTION 98

F

FAIRS, Science 95
FANS, Hazards of 62
FERTILIZER 74
FIELD SUPERVISOR 4
FILE CABINETS, Hazards of ... 62
FINISHING SANDER, Electric, Portable 73
FIRE 47
  Balloons 55
  Blasting Caps 51
  Booths and Stands 54
  Christmas Trees 54
  Decorations 53
  Elevators 55
  Extinguishers 53
  Fire Drills 48
  Fireworks 50
  Flammable Liquids 51
  Open Fires 50
  Paper Drives 55
  Paper Storage 55
  Places of Assembly 51
  Rocketry 51
  Smoking 50
  Special Events 54
  Tents 55
FIRST AID, Emergency 101
FLAMMABLE LIQUIDS 51
FLATS AND PROPS 96
FLOODS, Flash 43
FOOD SERVICE 64

G

GARAGES 65
GLASSWARE, Handling of 92
GOGGLES 98

H

HAND
  Protection 59
  Tools 66
    Electrical, Portable, Safety Rules for 74
HAZARDOUS
  Clothing 58
  Desks and Tables 61
  Fans 62
  File Cabinets 62
  Office Machines 61
  Swivel Chairs 62
  Typewriters 62
  Waste Baskets 62
HITCHHIKING 26
HOME ECONOMICS 82
HOT PLATES 55
HURRICANES 43

I

INDUSTRIAL EDUCATION ... 69
Equipment ... 69
INSECT STING, Care of Severe Reaction to ... 100
INSTALLATION of Equipment ... 69

J

JACKS ... 65

K

KILNS, Ceramic ... 80
KITCHENS ... 64

L

LADDERS ... 59
LATHE ... 73
Metal ... 73
Spinning ... 73
Wood ... 73
LIFTING ... 60
LIGHTING ... 44
LIGHTS, Mercury Vapor ... 125
LIQUIDS ... 91
Combustible ... 92
Flammable ... 92

M

MACHINES ... 73
MEDICATION, Administering to Pupils ... 99
MERCURY VAPOR LIGHTS ... 125
MIG WELDER ... 73
MILLING MACHINE ... 73
MOTOR VEHICLES ... 15
Unregistered ... 15
MOTORIZED MITER BOX ... 73
MUSIC CLASS ... 83

N

NOISE LEVELS ... 100
NUT INGESTION, Care of Severe ... 100
Reaction to ... 100

O

OFFSET PRINTING PRESS ... 73
OVERARM ROUTER ... 73
OXYACETYLENE WELDER ... 73

P

PAPER ... 55
Drives ... 55
Storage ... 55
PAPER CUTTER ... 79
PATROL, Safety ... 28
PAVEMENT MARKINGS ... 14
PESTICIDES ... 77
PHOTOGRAPHY ... 81
PHYSICAL EDUCATION ... 83
Apparatus
Facilities, Installation and Maintenance of ... 84
Safety Instruction ... 84
Showers ... 85
Stunts ... 84
Track Practice ... 85
Trampolines ... 90
Tumbling ... 84
PLANE, Electric, Portable ... 73
PLANER-SURFACER ... 73
PLANTS, Poisonous ... 76
PLATEN PRINTING PRESS ... 73
PLAYGROUND ... 86
Noon Hour Procedures ... 85
Safety ... 86
Improving ... 89
POISONOUS PLANTS ... 75
POLICE SCHOOL SAFETY COORDINATOR ... 4
and School Crossing Program ... 13
PRINCIPAL ... 2
PRINTING PRESS ... 73
Offset ... 73
Platen ... 73
PROTECTION
Body ... 58
Hand ... 59

R

RABBITS, Harboring ... 105
RADIAL ARM SAW ... 73
RELEASING INFORMATION ... 7
REPAIR SHOP ... 65
RIFLE CLUB ACTIVITIES ... 97
RIFLE RANGES ... 97
ROCKETRY ... 51
ROUTE TO SCHOOL ... 14
ROUTER, Electric, Portable ... 73

S

SAFETY
- Agricultural ... 74
- Art Classes ... 78
- Body ... 58
- Cafeteria ... 63
- Committee ... 5
- Employee Responsibility for ... 58
- Garage ... 65
- Goggles ... 98
- Hand ... 59
- Head ... 66
- Home Economics ... 82
- Machines ... 60
- Music ... 83
- New Employees ... 58
- Office Equipment ... 61
- Patrol ... 28
- Physical Education ... 83
- Repair Shop ... 65
- Science ... 95

SAW (*See under type of saw.*) ... 73
SCAFFOLDS ... 60
SCHOOL
- Buses ... 16
- Crossing ... 13
- Route Plan ... 13
- Safety Committee ... 5
- Safety Patrol ... 28

SCIENCE ... 90
- Administrative Responsibility for Safety ... 90
- Chairman ... 90
- Combustible Liquids ... 92
- Fairs ... 95
- Flammable Liquids ... 91
- Glassware, Handling of ... 92

SCROLL SAW ... 73
SEATBELTS ... 21
SHAPER ... 73
- Metal ... 73
- Wood ... 73

SHEET METAL MACHINES ... 73
SHOP, Repair ... 65
SHOWERS ... 85
SIGNS ... 14
- for Electrical Switches ... 72
- School Crossing ... 13
- Stop ... 14

SKATEBOARDS ... 98
SMOKING ... 50
SOILS AND FERTILIZERS ... 74
SOLICITING RIDES ... 26
SOUND LEVELS ... 100
SPECIAL EVENTS ... 54
SPEED LIMITS ... 15
SQUARING SHEARS ... 73
STAGECRAFT
- CONSTRUCTION ... 96

STEAM CLEANING ... 65
STUDENT DRIVING ... 26
SUPERVISOR, Field ... 4
SWIVEL CHAIRS, Hazards of ... 62

T

TEACHER RESPONSIBILITY ... 3
TENTS ... 55
TEST TUBES ... 93
THISTLE TUBES ... 93
TIG WELDER ... 73
TOOLS, HAND ... 72
TORNADOES ... 43
TOXIC MATERIALS ... 75
TRACK PRACTICE ... 85
TRAFFIC SAFETY ... 15
TRANSPORTATION OF
- STUDENTS ... 16

TYPEWRITERS, Hazards of ... 62

U

UNIPLANE ... 73

V

VEHICLES ... 15
- Unregistered ... 15

W

WALKING TO SCHOOL ... 13
WASHING PARTS ... 66
WASTE BASKETS,
- Hazards of ... 62

WAX MELTING ... 79
WEATHER CONDITIONS, Severe
- (*See also* EARTHQUAKES; FLOODS, Flash; HURRICANES; LIGHTNING; and TORNADOES.) ... 42

WORKMEN'S
- COMPENSATION ... 8

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